VII

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General Report

ON

PUBLIC INSTRUCTION

IN THE

North-Western Provinces and Oudh

FOR THE YEAR 1893-94.

ALLAHABAD:

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GENERAL REPORT

ON

PUBLIC INSTRUCTION, N.-W. P. AND OUDH,

FOR THE YEAR 1893-94.

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ERRATA.

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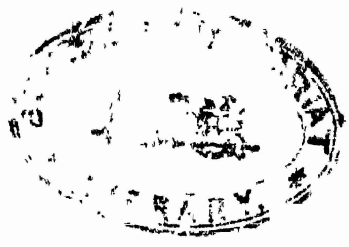
Page.	Para.	Detail.
3	6	Statement, last column. Against secondary education for girls, 1894, *read* '2,32,300' *for* '23,230.'
ib.	7	Line 4. *Read* 'number' *for* 'member.'
5	10	Line 3. *Read* 'cally' *for* 'cially.'
15	39	Statement, column 4. *Read* 'First' *for* '*fist.*'
ib.	40	Line 5. *Read* 'percentage' *for* 'precentage.'
16	42	Line 21. *Read* 'compulsory' *for* 'complusory.'
ib.	43	Line 9. *Strike off* 'sec.'
20	51	Line 12. *Read* 'than' *for* 'then'
28	70	Statement, column 2. *Read* 'number' *for* 'num.'
37	91	Line 2 below statement. *Read* '1st' *for* 'its.'
39	95	Line 5 of the page. *Read* 'attend' *for* 'atten.'
ib.	96	Statement. Against the year 1894 *read* '7,213' *for* '6,875,' and against the year 1893 *read* '6,875' *for* '7,213.'
42	102	Line 1 below statement. *Read* 'consist' *for* 'consists.'
45	107	Statement, column 3. *Read* 'Government' *for* 'Govern.'
49	120	Line 16 below statement *Read* 'changed' *for* 'chaaged.'
57	133	Line 4. *Read* 'Inspector' *for* 'Inspector.'
62	146	Statement, column 2. *Read* 'institutions' *for* 'institution.'
64	152	Statement. In col. 6, *Read* 'expenditure' *for* 'expendture;' in col. 3, *read* '677' *for* '679,' and in col. 10, *read* '45' *for* '54.'
ib.	153	Line 1. *Read* 'circle' *for* 'cicrle.'
70	176	Line 6. *Read* 'management' *for* 'mangement.'
74	188	Line 17 of the page, *Read* 'schools' *for* 'schoools.'
80	199	Line 1 of the page. *Read* 'noticed all' *for* 'notice dall.'
ib.	201	Lines 11 and 12. *Read* 'master' *for* 'mastelr' and 'regular' *for* 'reguar.'
84	General Table I.	Heading of column 16. *Read* 'Remarks' *for* 'remaskr'
93	„ IV.	Column 32, against Total expenditure on Public Instruction, *read* '36,21,928' *for* '36,12,928.'
95	„ V.	Column 5, boys, against Total secondary schools, *read* '795' *for* 1,795.'
96	„ VI.	Footnote (*d*). *Read* 'ditto' *for* 'dittio'
103	„ III.	Column 21, against Total of colleges and schools of Public Instruction, *read* '196' *for* '4.'



GENERAL REPORT

ON

PUBLIC INSTRUCTION IN THE N.-W. P. AND OUDH

For the year 1893-94.

SECTION I.—GENERAL AND STATISTICAL SUMMARY.

1. THIS is the third report that I have had occasion to write after a brief tenure of office, which I entered on 19th March 1892, and shall resign at the age of 58 on 30th September 1894.

2. During the past year the schemes summarized in the opening paragraphs of the report for 1892-93 have been carried forward by the officers of the department and myself to the best of our ability. The year on which I have now the honuor to report has also been marked by a few events, of which mention may be briefly made in this place:—

(1) This is the first year in which the teaching of science and drawing at certain selected schools has been tested by public examinations. The results of these examinations will be recorded below.

(2) Science and Drawing classes have been added to 4 more schools, *viz.*, the Collegiate school at Benares, the zila schools at Moradabad and Cawnpore, and the aided City school at Jhánsi.

(3) A code of rules has been issued for the establishment of a Provincial Text-book Committee. Previously to this, Text-Book Committees had been established for each separate circle. The plan did not work well, and was a source of disturbance rather than of improvement. It was therefore considered better to have a single Provincial Committee, in which the interests of all classes of schools—Government, secular aided, and missionary—should be adequately represented. A preliminary meeting of the members was held in October 1893 for the sake of examining and reviewing the proposed rules of procedure and appointing the sub-committees or special boards. The first regular annual meeting will be held in October next.

(4) Near the close of the year orders were received for the re-organization of the Roorkee College, the practical effect of which will be to affiliate the college to the Allahabad University, and to connect it with the Educational Department, from which hitherto it has been entirely dissociated.

(5) As a step towards compiling an Educational Code—a thing which has long been needed—some of the special codes were revised, and republished in the revised forms, during the past year—*viz.*, *(a)* the code for village schools; *(b)* the code for town (vernacular) schools; (*c*) the code for the management of Deputy Inspectors' offices; and (*d*) the code for European schools. Notwithstanding the valuable assistance that I received from Assistant Inspectors in (*a*), (*b*), and (*c*), and from Mr. Wright in (*d*), it was a work of great labour to get all these revised line by line in such a way as to incorporate the last orders and to exclude what was superfluous or had fallen out of date. The grant-in-aid code for Anglo-Vernacular schools was revised at an Educational Conference which sat in March 1894, consisting of five representatives from the missionary educational union, the four Circle Inspectors, and myself. The orders of Government were not issued on the proposals made at this conference till after the close of the year under report. I was not able in the short time at my disposal to take up the revision of the code or codes relating to Government Anglo-Vernacular schools; and there are certain other subsidiary rulings pertaining to the system of education in this province which after examination and revision it would be necessary to incorporate in a general provincial code. I trust, however, that it will not now be very difficult to accomplish what still remains to be done for compiling a complete code such as exists in the Panjab and elsewhere. I am sorry that I was not able to finish this work myself before resigning office.

3. It will not perhaps be inappropriate if I here allude to the generous policy of His Honor the Lieutenant-Governor, by which the Director of Public Instruction is allowed once a year to nominate some officer of the Educational Department to a Deputy Collectorship. The power thus conferred on the Director has, I need hardly say, been a

great encouragement to men serving in this department, and has been highly appreciated by all. The year under report was the first year in which this new departure could take effect. The first selection fell upon M. Ram Ratan Lal, who had served at different times as an assistant master at a zila school, a Headmaster, a Deputy Inspector of Schools, an Assistant Inspector, and a head clerk in an Inspector's office. Men who have done very good work in the Educational Department have now a chance of being raised to a higher position in the public service, in which their abilities may find a new and wider field. I should also allude in this place to the fact that Principals of Colleges are allowed in alternate years to recommend their best graduate to probationary Deputy Collectorships. All this has done much to encourage our most promising officers and students; and I trust that the men whom we select may do credit to the liberal policy which has led to their nomination.

4. Turning now to the general statistics of the year under report, I append a table which shows the direct and indirect expenditure from *all sources*—Public, Municipal, and private—in all such institutions as are either maintained or aided by the State through the agency of this department. It therefore excludes all statistics relating to the Engineering College at Roorkee (which was not placed under the department till the close of the year under report), the medical school at Agra, the schools maintained in some districts for the training of patwáris, the unaided schools for general instruction, and the indigenous schools or family tutorships which are scattered here and there in different parts of the province. Statistics regarding these schools or colleges are included among the statistics shown in the general tables appended to this report; but as they have no connection with the work for which the Director of Public Instruction is held responsible, they have been excluded from the statistics given below:—

Direct and indirect expenditure from all sources.

	1894.	1893.
	Rs.	Rs.
Direct expenditure.		
Colleges ...	2,86,403	2,62,889
Schools (general)	20,17,843	18,85,950
„ (special)	72,786	67,897
Total ...	23,77,032	22,16,236
Indirect expenditure.		
University	39,779	36,015
Direction	44,523	41,166
Inspection	2,59,360	2,50,048
Scholarships*	82,052	77,106
Buildings	3,02,609	3,35,694
Apparatus	36,285	38,987
Miscellaneous	1,32,941	1,12,643
Total ...	8,91,549	8,91,659
GRAND TOTAL ...	32,68,581	31,07,895

* Includes scholarships tenable at unaided institutions.

Direct expenditure means what is incurred in maintaining the tuitional staff, that is, in instruction proper. Indirect expenditure denotes all that is subsidiary to this, as is shown in the side-headings given in the table.

5. The following table shows the direct and indirect expenditure from *public funds* only (Provincial and Local) during the last two years:—

Direct and indirect expenditure from public funds (Provincial and Local).

	1894.	1893.
	Rs.	Rs.
Direct expenditure.		
Colleges ...	1,52,222	1,30,227
Schools (general)	10,74,162	10,45,067
„ (special)	61,224	56,728
Total ...	12,87,608	12,32,022
Indirect expenditure.		
Direction ...	44,523	41,166
Inspection...	2,59,360	2,50,048
Scholarships*	39,069	41,849
Buildings...	1,89,070	2,14,635
Apparatus	17,394	21,263
Miscellaneous	32,346	40,843
Total ...	5,81,762	6,09,804
GRAND TOTAL ...	18,69,370	18,41,826

* Includes scholarships tenable at unaided institutions.

In the four items named last in the above table there has been an appreciable decrease of expenditure, but this decrease has been more than balanced by the increase under other headings. The increase amounting to more than Rs. 20,000 under the headings of Colleges is explained below in paragraph 22. The increase under the headings of Direction and Inspection can be chiefly attributed to the compensation allowances, which have been granted to European officers in consequence of the fall in silver. The increase under the head of Special Schools was owing to the fact that the cost of maintaining the Industrial school, Lucknow, covered a full period of twelve months, whereas in 1892-93 the existence of the school commenced only from 1st November 1892.

6. The number of institutions of all kinds, the average number of scholars on the rolls monthly during the year, and the *direct* expenditure *from all sources* on the various grades and kinds of education—collegiate, secondary, primary, and special—are compared for the last two years in the following table. The increases and decreases will be explained below in their proper places:—

Class of institution.		Number of institutions.	Average number of scholars on the rolls monthly during the year	Expenditure.				
				From public revenues.	From municipal revenues.	Fees.	Endowments, &c.	Total.
For Boys.				Rs.	Rs.	Rs.	Rs.	Rs.
For University education ...	1894 ...	16	2,219	1,52,222	4,900	62,408	66,873	2,86,403
	1893 ...	16	2,164	1,30,227	5,164	60,084	66,914	2,62,389
For Secondary education ...	1894 ...	456	52,474	4,47,809	55,805	4,31,508	1,18,102	10,53,374
	1893 ...	464	49,707	4,46,148	55,876	3,60,448	1,17,911	9,80,383
For Primary education ...	1894 ...	4,031	150,000	5,30,674	23,685	40,727	34,778	6,29,864
	1893 ...	4,060	141,312	5,10,047	22,744	37,096	34,583	6,04,470
Total ...	1894 ...	4,503	204,693	11,30,795	84,390	5,34,643	2,19,813	19,69,641
	1893 ...	4,540	193,183	10,86,422	83,784	457,628	2,19,408	18,47,242
For Girls.								
For Secondary education ...	1894 ...	25	2,021	53,269	1,190	1,24,559	53,282	2,32,30
	1893 ...	24	1,872	49,769	1,314	1,03,499	46,142	2,00,724
For Primary education ...	1894 ...	257	7,600	42,320	5,446	4,170	50,369	1,02,305
	1893 ...	267	7,869	39,103	5,363	5,215	50,692	1,00,373
Total ...	1894 ...	282	9,621	95,589	6,636	1,28,729	1,03,651	3,34,605
	1893 ...	291	9,741	88,872	6,677	1,08,714	96,834	3,01,097
Total boys and girls ...	1894 ...	4,785	214,314	12,26,384	91,026	6,63,372	3,23,464	23,04,246
	1893 ...	4,831	202 924	11,75,294	90,461	5,66,342	3,16,242	21,48,389
Schools for special instruction.	1894 ...	14	1,769	61,224	462	2,522	8,578	72,786
	1893 ...	14	1,632	56,728	419	2,069	8,681	67,897
GRAND TOTALS...	1894 ...	4,799	216,083	12,87,608	91,488	6,65,894	3,32,042	23,77,032
	1893 ...	4,845	204,556	12,32,022	90,880	5,68,411	3,24,923	22,16,236

7. The *indirect* expenditure *from all sources* as distributed among the several classes of institutions is shown in the following abstract, so far as the distribution can be distinguished. It should be understood, however, that in this, as in the previous abstract, a large member of students enrolled in what are called Secondary schools are, in fact, only in the Primary grade of instruction; but the expenditure bestowed on the one cannot be separated from that bestowed on the other owing to the fact that the students in either grade are taught in the same building and sometimes by the same master, and for many other reasons.

Distribution of indirect expenditure from all sources on the different kinds of education during the year 1893-94.

Object.	Kind of education.																					
	University.					Secondary.					Primary.					Special.			Total.				
	Public funds.	Municipal funds.	Fees.	Endowments, &c	Total.	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.	Public funds.	Municipal funds	Fees.	Endowments, &c.	Total.	Public funds.	Endowments, &c.	Total.	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University ...	...	...	39,779	...	39,779	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	39,779	...	39,779
Direction ...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	44,523	...	...	...	44,523
Inspection ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,59,360	...	...	...	2,59,360
Scholarships ...	10,541	1,945	...	21,572	34,058	28,179	2,125	1,184	13,377	44,865	109	24	24	2,516	2,673	240	216	456	39,069	4,094	1,208	37,681	82,052
Buildings ...	1,871	...	...	20,668	22,539	70,682	4,493	10,688	65,361	1,51,224	77,270	214	1,004	11,111	89,599	3,672	...	3,672	1,89,070	4,707	11,692	97,140	(*a*)3,02,609
Apparatus ...	3,376	...	...	664	4,040	6,684	933	5,336	1,955	14,908	6,197	33	1,926	2,044	10,200	1,137	...	1,137	17,394	966	7,262	4,663	30,285
Miscellaneous ...	...	...	...	12,183	12,183	7,890	539	1,050	55,421	64,900	4,739	46	1,048	1,497	7,330	128	105	233	32,346	585	30,804	69,206	(*b*)1,32,941
Total ...	15,788	1,945	39,779	55,087	1,12,599	1,13,435	8,090	18,258	1,36,114	2,75,897	88,315	317	4,002	17,168	1,09,802	5,177	321	5,498	5,81,762	10,352	90,745	2,08,690	8,91,549

(*a*) Details of Rs. 35,575 not given.
(*b*) „ „ 48,295, miscellaneous expenditure under "Direction and Inspection" not given.

8. The proportion which one source of *direct* expenditure has borne to another during the last three years is shown below in the usual form. The variations from year to year are very slight :—

	1893-94.	1892-93.	1891-92.
	Rs.	Rs.	Rs.
From public funds	54	56	55
„ municipal funds	·4	4	4
„ fees	28	25	26
„ endowments, &c.	14	15	15
Total ...	100	100	100

9. The following table shows how the expenditure was distributed during the year under report between Government and aided institutions of the various grades and kinds, and what proportion one item bears to another :—

Class of institution.	Expenditure from—		Total.	Percentage of expenditure defrayed from—		Percentage of expenditure from public funds on each class of institution.
	Public funds.	Other sources.		Public funds.	Other sources.	
Government.	Rs.	Rs.	Rs.			
Colleges	1,03,252	32,184	1,35,436	76	24	8·0
Secondary	3,00,485	1,95,900	4,96,385	61	39	23·3
Primary	5,19,953	61,752	5,81,705	89	11	40·4
Special	53,724	1,039	54,763	98	2	4·2
Aided.						
Colleges	48,970	1,01,997	1,50,967	32	68	3·8
Secondary...	2,00,683	5,88,606	7,89,289	25	75	15·6
Primary	53,041	97,423	1,50,464	35	65	4·1
Special	7,500	10,523	18,023	42	58	·6
Total ...	12,87,608	10,89,424	23,77,032	54	46	100

In the past, as in previous years, the chief item of Government expenditure is on the public elementary schools under the District Boards. This came to over 5 lakhs of rupees, and absorbed 40 per cent. of the total expenditure from public funds. The next largest item, though still very much smaller than the one just named (being in fact not much more than half of it), is the expenditure on Secondary schools. In these, however, if it were possible to distinguish the expenditure, a large part of it would be debited to Primary, and not to Secondary, education, since about three-fourths of the pupils attending the so-called Secondary schools are in the Primary grade of instruction, and receive in Secondary schools the very same instruction that they would get in Primary ones. As regards aided schools, the heaviest item of expenditure from public funds is on those Secondary schools in which English is the backbone of the instruction. The total expenditure from public funds under this head exceeds two lakhs, some of which goes to Anglo-Vernacular schools, and the rest to European schools aided under their own special code.

10. In the following table the races and religions of the pupils and the proportion of each class to the total number are shown for the last two years. There is practically no change in the number of European and Native Christians. The number of Hindus has increased by about 10,000 and that of Muhammadans by about 2,000. The comparative increase has been rather larger on the side of Muhammadans :—

Race and religion.	1893-94.		1892-93.	
	Number of scholars on the rolls on 31st March.	Proportion to total number.	Number of scholars on the rolls on 31st March.	Proportion to total number.
Hindus	1,83,325	80·80	173,921	80·75
Muhammadans	36,234	15·97	34,660	16·09
Europeans and Eurasians	3,147	1·38	2,709	1·25
Native Christians	4,009	1·77	4,001	1·86
Miscellaneous races or religions ...	178	·08	100	·05
Total ...	226,893	100·00	215,391	100·00

SECTION II.—CONTROLLING AND INSTRUCTING AGENCIES.

11. In the year under report I took a tour with tents through six of the Oudh districts, the Rohilkhand division the Meerut division, (omitting Saháranpur and Dehra Dún), and the Agra division, till I reached Agra itself. By that time the camping season was over. At every sadr station I examined the Entrance class, and at every camping ground I was present at the annual Centre Examination of Vernacular schools.

12. There was no change in the *personnel* of Circle Inspectors until near the end of the official year, when Mr. Dodd, after a long and meritorious service, retired on pension. He was succeeded by Mr. Budden, whose deputation to the tutorship of the Nawab of Rampur expired at about the same time as Mr. Dodd's retirement. Mr. W. N. Boutflower held charge of the 1st Circle (Meerut, Agra, and Bundelkhand) until Mr. Dodd's retirement, when at his own request he was transferred to Mr. Dodd's circle, which then consisted and still consists of the Rohilkhand and Kumaun Divisions, together with the Inspectorship of European schools for the entire province. Mr. Budden, having taken up the work which Mr. Boutflower left, is now Inspector of the 1st Circle. The Oudh, or 2nd Circle, still remains with Mr. Crosse, and the 3rd Circle (Benares and Allahabad) with Mr Welby.

13. Both of the officers last named have done good work, and each had and still has a special sphere of duty in addition to his ordinary work as a Circle Inspector. Mr. Crosse throughout the entire year continued, as before, to have the inspection of drawing classes; but his work in this particular sphere has been a good deal increased by the fact that drawing classes at four more schools came under his inspection during the past year; and, as time goes on, more schools are expected to open classes in drawing. Mr. Welby undertook the duties of Secretary to the Text-book Committee which was established last year. These duties, though they are by no means light, and were especially arduous in first getting the work of the Committee into shape, were undertaken cheerfully, and have been efficiently performed.

14. The first duty of a Circle Inspector consists in the management of the Government Anglo-Vernacular schools, and in the examining and inspection of Aided schools with a view to determining the Government grant. Another and scarcely less important duty consists in the supervision of Vernacular schools, the inspection of Deputy Inspectors' offices, and correspondence with the Chairmen of District Boards. In all work connected with Vernacular schools, they are helped by the class of officers called Assistant Inspectors, whose rank is intermediate between those of a Circle and a Deputy Inspector. During the year under report there were, as before, nine officers of this class. Two changes of *personnel* have occurred. Near the close of the year under report, Pandit Din Dayal reverted to the status of a Deputy Inspector, and was succeeded by Gyanendra Nath Chakravarti, late Assistant Professor of Mathematics in the Muir Central College. M. Sohan Lal, Assistant Inspector of Kumaun, retired on pension, and was succeeded by Lala Sita Ram, who had previously been officiating as Headmaster of the Fyzabad school. No other changes have occurred among Assistant Inspectors.

15. The Muir Central College remained under the able principalship of Mr. Gough as usual. No changes occurred in the European staff, which consisted, as before, of Dr. Thibaut, Professor of English; Mr. Homersham Cox, Professor of Mathematics; Mr. Murray, Professor of Science; and Mr. Goodrich, Professor of History; the Principal himself being Professor of Philosophy. For the first four months of the session, commencing with 15th July 1893, Babu Gyanendra Nath Chakravarti, Assistant Professor of Mathematics, was absent on leave without pay, during which time Babu Mohini Kant Ghatak, M. A, officiated for him. He then returned to the college for three months and a half, at the end of which period he was appointed an Assistant Inspector, as I have mentioned above. Regarding his personal character and the character of his work, the Principal has left the following record:—

"His going was felt by the College as a great loss, Babu Gyanendra Nath Chakravarti having not only been a most painstaking and efficient teacher, but also having exercised a most excellent moral influence on all students with whom he came in contact."

The Assistant Professor of Science, Pandit Suraj Prakas, was on leave without pay from August 1893 to the end of the session, having obtained an appointment of nearly four times his Muir College salary at the Jodhpur College, Rajputana. His departure was also a great loss to the Muir College, as he had proved a very efficient teacher of Chemistry. It is most unfortunate for the future of education in this Province that such excellent native professors as the two just named should find it necessary to leave the Muir College soon after they have joined it. But men of exceptional ability cannot be expected to devote a life's labour to scientific research for the benefit of their fellow countrymen when they are given less pay than is given to many Headmasters, and even to some second masters, for doing work of a far inferior kind.

It is much to be regretted that the old scheme of native professors, by which they commenced on a salary of Rs. 250 and rose to one of Rs. 375, was broken up in favour of the disastrously cheap scheme that has superseded it.

16. The Queen's College, Benares, was under the able and successful management of Mr. Wright during the whole of the year under report. The College, however, suffered the inconvenience and drawback of losing during the period in question the services of Mr. Venis, who went away on furlough, and who has not even yet returned. His place as Professor of Philosophy was taken by Babu Hari Keshab Sanyal; and Mr. Wright has been further assisted in the general teaching of the College classes by Mr. Bacon, the Headmaster of the Collegiate school, and two or three of the assistant masters. The Benares College has an advantage in thus being able, when some regular member of the professoriate is absent on leave, to draw upon the Collegiate school for temporary assistance—a convenience which is not available to the Muir Central College, since there is no Collegiate school attached to it.

17. Among the Aided Colleges no change in the professorial staff has been reported to me. Mr. Beck, the Principal of the Aligarh College, was absent during a considerable portion of the year; and Mr. Morrison has been acting for him. An additional Professor was appointed to the same college in November last. The College classes at Fyzabad for a large portion of the year were under Lala Sita Ram, who has since been appointed an Assistant Inspector of Schools. Mr. De Cruz, the able and conscientious headmaster, who had held charge of the institution for some ten years previous, died in November 1893. The new college at Meerut has continued to be under the principalship of Mr. Bonnaud.

18. The Registrarship of the annual public examination of Vernacular schools in the Middle standard, and of European schools in the Primary, Middle, and High standards respectively, was in the last, as in many preceding years, in the hands of Mr. Wright, the Principal of the Benares College. I cannot speak too highly of the care and trouble that he has taken in the matter, and of the cordial co-operation and assistance that he has rendered me at all times in connection with this work. The same remark applies with equal force to Dr. Thibaut, Professor at the Muir Central College, who in the capacity of Registrar for the Middle English examination has rendered valuable service for many years in succession.

SECTION III.—UNIVERSITY OR COLLEGIATE EDUCATION.

19. University education in this province is represented by 15 colleges or College departments, all of which are affiliated to the University of Allahabad. For admission to the lowest University course—the Intermediate or First Arts—three doors are now open,—(1) the ordinary Entrance examination; (2) the School Final examination, the first fruits of which will be shown in the section following the present one; and (3) the High Standard examination under the code for European schools. All of these count equally for matriculation. The first two are conducted by the University itself; the last by the Educational Department.

20. In the year under report there were 3 State colleges or college departments, 5 aided, and 7 unaided ones. The subjoined abstract shows what was the average enrolment in the last four years:—

Class of institution.	Name of institution.	Average number enrolled monthly during the year ending 31st March—			
		1894.	1893.	1892.	1891.
State Colleges ..	Muir Central, Allahabad	312	291	282	299
	Queen's, Benares ,, ...	219	228	188	174
	College Department, Fyzabad	29	42	38	37
Aided Colleges ...	Agra	238	235	236	200
	Canning, Lucknow	262	254	227	228
	Muhammadan Anglo-Oriental, Aligarh ...	122	103	96	102
	Bareilly	108	93	94	84
	Meerut	37	28	...	...
Unaided Colleges, or College Departments of Schools.	St John's, Agra	62	68	56	32
	St. George's, Mussoorie	18	11	12	9
	St. Peter's, Agra	3	4	5	2
	Christian College, Lucknow	28	31	43	...
	Women's ,, Lucknow	13	6	...	...
	Christ Church, Cawnpore	19	9	...	...
	Ramsay College, Almora	6	...	...	...
	Total ...	1,476	1,403	1,277	1,167

Thus in the space of four years there has been an increase of 309 students, and between the last two years an increase of 73. Since April 1893 one institution has been added to the list of affiliated colleges, *viz.*, the Ramsay College, Almora; but this adds only 6 more names to the number of under-graduates. In the large colleges at Allahabad, Benares, Lucknow, Agra, Aligarh, and Bareilly, the numbers have changed but slightly within the last four years.

21. Among the colleges named in the above list, four presented candidates for the M.A. degree; namely, the Muir College, Queen's College, Agra College, and the Canning College. Eight presented candidates for the B. A. degree; namely, the Bareilly College, the Aligarh College, St. John's College, Agra, and the Christian College, Lucknow, together with the four already named. The rest have not gone beyond the Intermediate or First Arts stage; and one of these (the Ramsay College, Almora) has not yet formed a second year class.

22. The following abstract shows for the last three years what the expenditure has been in the six largest colleges (Allahabad, Benares, Agra, Lucknow, Aligarh, and Bareilly) and the different sources from which the income has been derived:—

	1894.	1893.	1892.
	Rs.	Rs.	Rs.
From public funds	1,26,439	1,06,365	94,014
„ municipal funds	4,672	4,840	5,820
„ fees	47,617	45,378	40,358
„ other sources	61,497	61,376	58,885
Total ...	2,40,225	2,17,959	1,99,077

The expenditure from public funds since 31st March 1893 has thus increased by Rs. 20,074. From municipal funds, it has decreased by Rs. 168. From fee receipts it has increased by Rs. 2,239. The causes of the heavy increase under the item first-named are the following:—

(*a*) Exchange compensation allowance has been granted to European officers.

(*b*) The appointment of Mr. Goodrich as an additional Professor to the Muir Central College, and of Mr. Jennings to the Benares College. These gentlemen served during the latter portion of the year 1892-93 also. But during the year under report they have drawn pay for the entire annual session.

(*c*) Mr. Gough, the Principal of the Muir College, received an increase of salary during the year under report, having been promoted to the 1st grade in the graded service.

(*d*) Dr. Thibaut received during the year under report the usual increment to his graded salary.

(*e*) The same officer was absent for about nine months of the year 1892-93; and hence in that year there was a saving of expenditure, while there has been none in the year under report.

(*f*) Some expenditure has been incurred in the workshop attached to the Muir College.

(*g*) The grant to the Aligarh College has been increased.

23. The distribution of expenditure from public funds among the six principal colleges and the incidence per scholar on the average enrolment are shown in

the following abstract, which gives the particulars named for the last three years :—

Class of College.	Name of College.	Amount of expenditure from public funds during the year.			Incidence per student on average enrolled.		
		1894.	1893.	1892.	1894.	1893.	1892.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
State ...	Muir Central	51,551*	34,627	28,010	165	119	99
	Queen's	33,234	30,725	26,966	152	135	143
	Total ...	84,785	65,352	54,976	160	126	117
Aided ...	Canning	20,090	20,338	18,499	77	80	81
	Agra	7,000	7,000	7,000	29	30	30
	Muhammadan Anglo-Oriental, Aligarh.	8,084	7,200	7,200	66	70	75
	Bareilly	6,480	6,480	6,339	60	70	67
	Total ...	41,654	41,013	39,038	57	60	60
	GRAND TOTAL ...	1,26,439	1,06,365	94,014	100	88	84

* Includes Rs. 1,479 expenditure on workshop attached to the College.

Thus in the two State colleges combined, there has been a total additional expenditure from public funds amounting to Rs. 19,433 ; and out of this sum Rs. 16,924 have gone to the Muir College alone. This has been already explained. In the Aided colleges at Agra and Bareilly, the expenditure has been stationary : at the Lucknow College it has slightly decreased. In the Aligarh College it has risen by Rs. 884 in consequence of the appointment of a new Professor, who took over charge from November 1893, and towards whose salary the Government contributes an additional grant.

The M. A. Examination.

24. As has been mentioned in previous reports, the number of M. A. candidates in this province is for several reasons still very small. Since the previous year, however, it has increased by 7, and since the year 1892 by 14. The result of last year's examination is shown in the following abstract :—

Institution.	Subjects of examination.									
	English.		Mathematics.		Chemistry.		Physics.		History.	
	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.
Muir College ...	7	4	3	3	1	1	1	1	...	...
Agra „ ...	7	6	...	...	...	...	...	...	...	...
Queen's „ ...	2	2	...	...	1	1	...	...	1	...
Canning „ ...	4	1	...	...	...	...	...	...	...	...
Total ...	20	13	3	3	2	2	1	1	1	...

The above abstract shows that English is the favorite subject in which B. A. graduates prefer to study for the M. A. degree. Out of the 20 candidates who appeared from the two State colleges and from the two largest Aided colleges, 13 were successful. In the other subjects the candidates, though few, were all successful, excepting the one candidate who appeared in History from the Queen's College,—the first candidate, so far as I know, who has appeared in History since the provincial University was established. At the Queen's College there is no Professor of History, and hence the student could have received very little, if any, help from the College staff.

25. The officiating Principal of the Muir Central College has given the following remarks regarding the results of the last M.A. examination :—

"Seven students presented themselves for the M. A. examination in English literature. Out of these one passed in the 1st division, heading the University list of successful candidates in Literature, one in the 2nd, and two in the 3rd division.

"Three candidates appeared in Mathematics. One of them passed in the 1st division, securing an exceptionally high number of marks; while the other two passed in the 3rd division.

"One student, Abdul Karim Khan, presented himself for examination in Physical Science, and passed in the 2nd division, missing the 1st division, however, by two marks only. He is considered an especially promising man by Professor Murray, and has recently been nominated by the Syndicate of the University for the State Scholarship to be held at an English University.

"The one candidate who presented himself for the M. A. examination in Chemistry passed in the 3rd division."

As regards the higher teaching in Physical Science and Chemistry, one Professor finds it a somewhat unmanageable task to carry on effective teaching in both these branches in addition to his B. A. work and the superintendence of the Intermediate classes. Professor Murray informs me that he is in the present session unable to undertake the formation of a new M. A. (fifth year) class, and must content himself with carrying on the instruction of the old M. A. (present sixth year) class.

26. During the latter portion of the past year I addressed the Government on the subject of establishing a European Professorship of Chemistry if the B side of the University course is to be equally balanced with the A. Anything like an equilibrium of teaching power is impossible so long as there is one solitary Professor to teach two such very distinct subjects as Physics and Chemistry—subjects scarcely less, if at all, different from each other than Philosophy and Literature, for each of which a separate European Professor is provided. The present smallness of the classes in the B as compared with those in the A side makes no material difference in regard to the amount of teaching power required; and the present numerical disproportion might become less and less every year, if a greater taste for a scientific research is cultivated in the minds of students. The M. A. course is more valuable than any of the courses that precede it, because in studying for this the attention of the candidate is rivetted to a single subject, instead of being spread over three, as in the B. A. course. It is therefore much to be regretted that Professor Murray, whose style of teaching is very popular and effective, has no time to form a new M. A. course in either Physics or Chemistry.

27. The colleges at Agra and Lucknow had no candidates for the last M. A. examination in any subject but English. In the Benares College one candidate appeared in Chemistry, and passed—a fact much to the credit of the accomplished Professor of Science, Babu Abhay Charan Sanyal, who is said to be especially strong in Chemistry. As regards the candidates from the Canning College, the Principal writes as follows :—"We had no M. A. candidates in Mathematics or Science. With B. A. classes studying Mathematics, additional Mathematics, Physical Science, and Chemistry Mr. Ward has no time available for conducting an M. A. class. These classes are small, consisting of three or four students each, but the time and attention they require is just the same as if they were ten times the number. If we had a separate Mathematical Professor for the B. A. and M. A. classes, the same as in the Muir College, more students would come forward to take up Mathematics and Science. This is a matter to be considered when our funds admit of it. Two of the students from the Muir College, who have just taken the M.A. degree in Mathematics, were two of our most promising students, but they reluctantly left for Allahabad on finding that the time that could be devoted to them was too limited for their requirements. Four candidates appeared in English for the M. A. examination, and one of them came out successful."

The B. A. Examination.

28. The B. A. course, as is well known, is subdivided into the A or Literary and the B or Scientific side. The results of last year's examination in both sides are shown in the following abstract:—

College.	Course A.						Course B.					
	Candidates.	Passed in—			Total.	Percentage.	Candidates.	Passed in—			Total.	Percentage.
		First Division.	Second Division.	Third Division.				First Division.	Second Division.	Third Division.		
Muir College ...	43	2	15	9	26	60	13	1	5	1	7	54
Agra „ ...	37	6	21	2	29	78	13	1	9	1	11	85
Queen's „ ...	15	...	8	3	11	73	10	...	2	3	5	50
Canning „ ...	38	...	12	7	19	50	9	...	3	3	6	67
Bareilly „ ...	10	1	5	1	7	70	1	...	1	...	1	100
Aligarh Muhammadan-Anglo Oriental College.	21	2	12	5	19	90	...	...	...	...	...	...
St. John's College	6	1	2	1	4	67	...	...	...	...	...	...
Christian „ ...	3	...	3	...	3	100	...	...	...	...	...	...
Total ...	173	12	78	28	118	68	46	2	20	8	30	65

If we take the four largest colleges (Muir, Agra, Queen's, and Canning) and omit the Bareilly College, which sends up only one candidate for the B course, while the remaining three colleges sent none at all, we find that the total number of candidates on the B side was 45 against 133 (or nearly three times as many) on the A side; and that on the B side 29, or nearly 65 per cent., passed against 85, or nearly 64 per cent. on the A side. In the year 1892-93 the number of candidates on the B side was 41, of whom nearly 61 per cent. passed, while on the A side the number of candidates (at the four colleges named) was 154, of whom 56 per cent. passed.

29. I append the usual abstract showing the number of failures in each subject:—

College.	Candidates.	Passed.	Percentage of passes.	Number of failures in —				
				English.	Mental and Moral Science.	Second Language, History, or Mathematics.	Physical Science or additional Mathematics.	Aggregate.
Muir College ...	56	33	59	11	3	13	3	15
Agra „ ...	50	40	80	6	1	3	2	3
Queen's „ ...	25	16	64	1	...	5	4	4
Canning „ ...	47	25	53	17	4	13	3	18
Bareilly „ ...	11	8	73	2	...	3	...	3
Aligarh Muhammadan Anglo-Oriental College,	21	19	90	1	...	2	...	2
St. John's College ...	6	4	67	2	...	1	...	1
Christian College ...	3	3	100	...	...	...	...	...
Total ...	219	148	68	40	8	40	12	46

30. Regarding the result of last year's examination, Dr. Thibaut, at present officiating as Principal, has given the following remarks in respect of his own college:—

"In the B.A. examination 41 students (43 if two absentees are included) appeared on the A side. All of them had, according to the rules of the University, taken up English and Philosophy, while 24 had taken up Persian, four Arabic, seven Sanskrit, six History, and one Mathematics as their respective optional subjects. Out of this number one student passed in the 1st division, taking at the same time honours in English and Philosophy, fifteen in the 2nd division, and nine in the 3rd. There were nine failures in English, seven in Persian, one in Arabic, and three in History.

"The result in Philosophy was so very favorable, not only in our college, but in the whole University—only eight students having failed out of a total of 190—that we must conclude that the examiners, or at any rate one of the examiners, was unusually lenient. This I consider rather regrettable in so far as it tends to confirm the notion held at present rather generally, and often in a very exaggerated form, that to take a degree on the A side is much easier than to accomplish the same thing on the B side."

31. The Principal of the Canning College writes as follows regarding his B. A. class and the results of the last B. A. examination :—

"We did not expect any brilliant result from the B. A. class. The class did not contain a single student who had passed the Intermediate examination in the 1st Division, and only six who had passed in the 2nd. The remainder (41 students) were 3rd Division students, *i.e.*, they had obtained a bare pass. To secure a good average result from such material is satisfactory, though it compares somewhat unfavorably with the success of other colleges.

"In the A course English and Philosophy are compulsory, while the student has the option of one of the following as his third subject—a Classical Language, History, or Mathematics (14 out of 38 failed in English, 4 out of 38 in Philosophy, 9 out of 28 in Persian, and 1 out of 7 in History). That so many students should have passed in Philosophy—a subject so difficult in itself and involving so many abstruse questions—is pleasing evidence of intelligence and industry on the part of the class. The examination in Persian must have been more strict than usual, as few ever failed in that subject. This raising of the standard is much to be desired, as there is a general complaint that the University turns out graduates who have a superficial acquaintance with that language. Mr. Pirie is of opinion that the course in History and Political Economy is so long as to be deterrent for most students, but those who took it up have no cause to regret having done so.

"In the B course English and Mathematics are compulsory, while the student has the option of Physics and Chemistry, or a further course of Mathematics, as his third subject. As usual, the greater proportion of the best students chose the B course. The results of the examination are such as Mr. Ward anticipated. He was well pleased with the work done. Even students who had been formerly backward made considerable progress."

Comparing the above remarks on the results in Philosophy with the fact that only eight failed in the whole University out of 190 candidates, and that half of those who failed in Philosophy were from the Canning College class, one might be led to infer that the principal has overrated the intelligence displayed in that particular branch by students who, as he admits, were decidedly below the average all round.

32. The B. A. examination held last March was the first occasion in the history of this University on which a separate paper was set in English composition. Commenting on this point, Mr. White, the Principal of the Canning College, writes as follows :—

"English composition has always been the weak point with most of our students. They join the College without knowing the simplest elements of it, and reform in this respect must therefore commence in our zila schools. With so many subjects to be taught, and with papers at the College examinations to be criticised and valued, it is difficult for the Professor to find time for frequent exercise in composition; and yet it is only by frequent practice that proficiency is to be attained. This is a matter which will receive careful attention from Mr. Pirie, Mr. Young, and myself."

In regard to this point, it may be explained that in all the public examinations from the Middle English to the B. A. (inclusive) three papers are now given in English, whereas formerly two were given, as at other Indian Universities. In the Middle English and Matriculation examinations, the third paper consists of translation from Vernacular to English. In the Intermediate or F. A. examination, it also consists of translation. It is not until a student appears for the B. A. examination that original composition is expected of him. Even at the B. A. stage the term "original" must be understood in a very qualified sense; for, according to the regulations, the performance is simplified by the two following conditions :—(*a*) the subject on which students are to write must be something selected from the literature course of the year, and (*b*) a brief outline indicating the main points to be expanded must be given by the examiner. It is therefore intended to be an exercise purely in composition or expression, and not in composition combined with original thought. This is all that can be expected from our students even at the B. A. stage. Even so, however, the performance, as Mr. White has pointed out, is found to be very poor. Such being the admitted incapacity of students, who after four years of study in a college appear for the B. A. examination, it is clearly unreasonable to expect much accuracy or neatness of style

from the boys who appear for matriculation from our zila schools. The zila schools have already taken the same step as the University by requiring a third paper, which shall consist of translation from Vernacular to English. So they are doing what they can in the direction indicated. I quite agree with what the Principal says about the importance of teaching school boys correct expression at as early an age as possible. But he is no doubt aware that, as regards the demands upon their time, Headmasters and their assistants are under precisely the same difficulty as College Professors, and that with one or two verbal changes his remarks might be repeated over again *verbatim* :—"With so many subjects to be taught, and so many written papers to be criticised and valued, it is difficult for the school teacher to find time for frequent exercise in translation." I need hardly add that it is much more difficult for a student, who is still a boy attending school, and is taught for the most part by native teachers, to whom English is not the mothertongue, to acquire a correct English idiom than for a college student to do so, who is chiefly taught by a European Professor, and who never hears the Vernacular spoken in his class room. It is vain to expect that schools can succeed where colleges fail, or that a pack pony can sustain a burden which has broken the back of an elephant. It must be admitted, too, that native students, though quick at getting up a subject for an examination, are not gifted with an ear for language, and as a rule make poor linguists. I have written thus plainly on this subject, because after a life's labour spent in endeavouring to improve the teaching given at zila schools, I find that Principals of Colleges are still as ready as ever to expect that zila schools can accomplish what they cannot do themselves. Where is the expected "reform" to come from, so long as the boy student—a poor linguist by nature—is taught from the beginning to the end by his own countrymen? If European Principals of Colleges cannot supply our schools with better teachers, the fault (if any one is at fault) lies with themselves and not with the schools; and it is in the colleges, and not in the schools, that the "reform" desired by Mr. White should be commenced, since University graduates are the only source to which we can look for teachers of English in Anglo-Vernacular or zila schools.

33. Besides the third paper in English composition, another improvement decided on in the year under report was that in the B course no text-books should in future be prescribed for the different branches of Science and Mathematics. Each branch has now been defined by a syllabus. Sometimes two or three specimen-books are still named as guides; but no one book is fixed as the text-book. This will make the examination more difficult, and possibly the number of candidates may at first become rather less in consequence. On the other hand, the examination will be a more thorough test of a candidate's intelligence; and students will be forced to place more faith in their powers of thought than in those of memory. Want of faith in the faculty of reason, combined with excessive faith in the powers of memory, is the bane of education in India. Hence students at colleges no less than at schools think only of learning up the notes and abstracts, which are either given them by the Professor or are procurable from the last annotated edition of such extracts from Shakespeare, Bacon, Milton, and other standard authors, as may be prescribed by the Syndicate.

34. During the year under report, a proposal was made by the Syndicate to establish a Faculty of Science; and this proposal was approved in general terms by the Senate at the annual meeting held in March 1894. It was not clearly stated in this scheme whether the proposed new faculty would supersede the present B course or be concurrent with it; and hence some persons, including myself, abstained from voting.

35. *Workshop at the Canning College.*—In the annual report for 1892-93 I was unable to make any allusion to this, because it was not brought to my notice in the Principal's own report for that year. I now give the following extract taken from his report for 1893-94 :—

"The constant supply of chemicals and the demand for new apparatus cannot be met except at great cost, quite out of proportion to the small groups of students who come to be taught. We keep up, besides, a workshop with a Whitworth lathe, and a skilled mechanic to work it. The latter Mr. Ward considers to be an economy, as he is able to make apparatus at a fraction of the price which would be asked by manufacturers in England, with the additional advantage of having the apparatus made so as to suit his own requirements. Our expensive equipment must be looked upon as providing for the future rather than the present. Science now forms part of the curriculum for the School Final and the Intermediate classes, and this previous training is calculated to cultivate a taste for the special study, and thereby increase the number of those who take the B course.

36. *Workshop at the Muir Central College.*—I mentioned in the report for 1892-93 that near the close of that year the Government had consented to the opening of a workshop in connection with the Science classes, and to such slight alteration in the college building as was needed for its accommodation. Professor Murray has given a full and interesting report of what has been done during the past year, and I herewith quote his remarks *in extenso* :—

"The proposal for the establishment of a workshop in the College was sanctioned early in the year, and the necessary alterations and extensions in the buildings of the science block were completed about the beginning of July. About a fortnight from the reopening of the College after the summer vacation, I found and engaged Mr. J. Jourdan as workman. He had been in the East Indian Railway works at Allahabad and Jamalpur for more than twenty years, and had, before retiring, been earning Rs. 200 a month as foreman fitter. He had first-rate testimonials, and seemed in every way the very man I wanted. I have since found him a most ingenious and skilful workman, and a large amount of the credit of bringing the workshop to its present state of efficiency is due to him.

"Early in August I ordered a lathe from Messrs. King & Co., Calcutta, but it was not received till the beginning of January 1894. It was, of course, impossible to start work to any purpose while we were still without the lathe. But in order to see what kind of work Jourdan could do, I set him to copy some of the instruments in the laboratory, which he did by working at his own house, and using a small lathe and other tools of his own. This was not a cheap method, as all the heavier work had to be done at other outside shops at a very dear rate. But it served to show the kind of work which he could do; and though it was not economical in hard cash, it gave us valuable experience. I meantime kept adding to the stock of tools as occasion offered. I found Jourdan extremely useful in procuring locally tools and materials at a very cheap rate; but I had to order from Calcutta a forge, a drilling machine, a surface plate, a bench vice, an anvil, and some other small items. After I got the lathe set agoing in January, I removed all tools, &c., to the workshop. In order to equip the workshop as well as possible on the grant of Rs. 1,000, I decided to make in the workshop as many of the tools as could be made there. Accordingly from January to the end of the year we were engaged in making the necessary tools, callipers, and compasses of all sizes, tools for the lathe, wrenches, drills, chisels, files, &c. I also made a very complete set of taps and dies, the master taps for which, as well as a milling tool, were very kindly lent me by Mr. Ward of the Canning College, Lucknow, whom I have to thank also for many excellent suggestions.

"The net result of the year's work, then, has been (1) to equip the workshop very fairly with a good screw-cutting lathe now in thorough working order, a good drilling machine, a forge with all necessary appliances, a planing machine; besides these, the large and varied assortment of smaller tools of all sorts made in the workshop, and especially adapted for the particular kind of work we are likely to require.

(2) Jourdan has repaired in a very neat and workmanlike manner several of the College instruments that had been broken or become unworkable. I may mention the air-pump, which was a very valuable one, and would have been quite useless, as I could not otherwise have got it mended here, a foot-blower, a number of spirit lamps, an apparatus to show the mutual convertibility of heat and work, and a number of other smaller items.

(3) He has made (from drawings) an excellent hypsometer; an apparatus to illustrate the laws of reflexion of light; an Ampere's stand, with helices and wires to fit it; a capital Wheatstone's bridge of Carey-Foster pattern; a most excellent balance, very accurate; a number of beautiful wooden models of crystals; a good metre scale of steel; a Wimshurst's electric machine (not finished) a Bramah's press; capable of exerting a force of 2,000 lbs. weight; and last, but not least, he has got made for me three lead sinks with pipes and funnels, which I had given to a native workman to make in January 1893, but which I found it absolutely impossible to get finished, and which would probably not have been finished yet if I had not told Jourdan to get them made somehow. This last item may illustrate the way in which I used to be hampered, before I got the workshop started. I would devise some simple piece of apparatus, and send for a native mistri to do it; but it was heart-breaking to listen to their excuses for delay, and when the work was done, it was much more likely to be wrong than right. But now, if any job arises that Jourdan thinks can be done better by a native, he gets him to bring his tools and do it on the spot. I now find I can get almost anything I want done, and am looking forward to making some very accurate pieces of apparatus during the coming year. My only apprehension is that with the work of the College increasing so rapidly, and the many things about the College that demand my time and thought, I may not find it possible to devote that time to the affairs of the workshop which they would require."

I have visited the workshop at the Muir College, and had everything explained to me by Professor Murray. He informs me that the abolition of text-books for the Science examinations has greatly simplified the question as to how scientific apparatus should be supplied in future. So long as the Professor was tied to a certain text-book, he was forced to keep himself supplied precisely with what the text-book required. But now he can use his own judgment, and can make things on a less expensive, but not less useful, plan, which will suit his purpose equally well. At

Mr. Murray's request, I have circulated a notice and list of apparatus which will enable the smaller colleges in this province to apply to him for apparatus instead of being driven to make their purchases from Calcutta or Bombay shops. By degrees he hopes in this way to make the Muir College the provincial centre for the manufacture of scientific instruments such as are needed in the smaller affiliated colleges. I saw two appliances made in the Muir College workshop which at the present rate of exchange would have cost Rs. 100 each if they had come from London. He had each of them made for Rs. 30. The students are often interested in seeing what is being done in the workshop, and this in itself is an important element in education.

37. During the past year the Government College at Benares was provided with several new appliances that were required for the more effective teaching of Science. No workshop has been opened there; nor do I think that any such will be necessary for the reasons stated in the previous paragraph.

The Intermediate or First Arts Examination.

38. This is the second year in which the bifurcation of studies in the Intermediate or First Arts examination has been tested by a University Examination. This examination is called "Intermediate," because it is a stepping-stone between the Entrance or School Final examinations and the examination for the degree of Bachelor of Arts. English, Mathematics, and Deductive Logic are common to both A and B courses. A Classical Language with either History or a further course in Mathematics is prescribed for the A course. Elementary Physics and Chemistry with the same further Mathematical course are prescribed for the B course. One who passes the Intermediate examination receives a certificate which entitles him to be considered a Licentiate in Arts. But he is not counted as a graduate.

39. The following table shows in the usual form the results of the last examination in both courses :—

Class of institution.	Name of Institution.	Course A.						Course B.					
		Candidates.	Passed in—			Total.	Percentage	Candidates.	Passed in—			Total.	Percentage.
			Fist Division.	Second Division.	Third Division.				First Division.	Second Division.	Third Division.		
Colleges.	Muir	70	1	5	23	29	41	29	1	3	13	17	59
	Canning	55	...	6	25	31	56	16	1	2	6	9	56
	Queen's	43	...	3	11	14	33	24	...	2	8	10	42
	Aligarh Muhammadan Anglo-Oriental.	52	...	4	16	20	38	...	...	...	...	...	..
	Agra	58	...	4	17	21	36	15	3	2	4	9	60
	Bareilly	35	...	2	8	10	29	7	...	2	2	4	57
	Total ...	313	1	24	100	125	40	91	5	11	33	49	54
College departments of schools	Fyzabad	11	...	...	5	5	45	5	1	2	1	4	80
	St. John's	16	...	1	7	8	50	11	...	1	3	4	36
	St. Peter's ...	3	...	...	1	1	33	...	...	...	...	...	
	Christian, Lucknow ..	10	...	...	...	...	.	4	...	...	1	1	25
	Meerut ...	13	...	1	3	4	31	10	...	2	2	4	40
	Women's Lucknow ...	1	...	1	...	1	100	4	...	...	2	2	50
	Philander Smith Institute.	...	...	...	...	...	..	4	...	3	1	4	100
	Christ Church, Cawnpore.	7	...	2	1	3	43	...	...	..	...	...	...
	Total ...	61	...	5	17	22	36	38	1	8	10	19	50
	GRAND TOTAL ...	374	1	29	117	147	39	129	6	19	43	68	53

40. There were thus 14 colleges in all which sent up candidates for the last Intermediate examination. In the above table they have been classified according to their sizes; the six larger colleges in the first batch, and the eight smaller ones in the second. The general result in both has been below the average of the previous year, so far as the comparison is based upon the precentage of passes. On the A side the six larger

colleges make up between them a percentage of only 40 passes, and out of the 125 students who came out successful, only one was placed in the 1st division; on the B side the percentage of passes came to 54, and out of the 49 who came out successful, five are placed in the 1st division. In the smaller colleges the result was not so good as in the larger ones. On the A side the percentage of passes comes to only 36, and not one of the passed candidates is placed in the 1st division. On the B side the percentage of passes comes to 50, and one of the passed candidates was placed in the 1st division. Thus in both the larger and the smaller colleges the B candidates, though much fewer than the A, surpass the A candidates both in the proportionate number of pass men and in the actual number placed in the 1st division.

41. From the table given below it will be seen in what subject or subjects the failures chiefly occurred :—

Name of institution.	Candidates.	Passed.	Percentage of passes.	Number of failures in						
				English.	Classical language.	Mathematics.	History or Trigonometry or Conic Sections.	Logic.	Physics and Chemistry.	Aggregate.
Muir	99	46	46	38	11	37	11	7	8	42
Canning	71	40	56	21	7	12	7	6	5	25
Queen's	67	24	36	31	13	26	14	4	13	38
Aligarh Muhammadan Anglo-Oriental.	52	20	38	29	2	17	4	5	...	23
Agra	73	30	41	35	12	31	16	7	1	36
Bareilly	42	14	33	25	15	15	13	4	1	27
Fyzabad	16	9	56	6	1	5	2	1	1	7
St. John's	27	12	44	10	4	10	2	...	1	15
St. Peter's	3	1	33	2	1	2	2	1	...	2
Christian, Lucknow ...	14	1	7	12	6	9	3	2	3	11
Meerut	23	8	35	13	2	11	1	1	3	13
Women's	5	3	60	...	...	...	....	...	2	...
Philander Smith Institute ...	4	4	100	...	...	...	...	...	...	...
Christ Church, Cawnpore ...	7	3	43	3	1	2	...	...	...	2
Total ...	503	215	43	225	75	177	75	38	38	241

42. Most of the failures, as the above table shows, occurred in English and Mathematics; but of the two, a much larger number occurred in English. No explanation has been given of this wide-spread failure in any of the reports sent in by Principals. I believe it is owing to the fact that the year under report was the first occasion, on which the students underwent the ordeal of a third paper in English—*viz.*, in translation from the Vernacular. For each of the three papers in English the same number of marks is allotted, so that failure in one paper would necessarily weaken the chances of passing in the whole. Professors at colleges must find it extremely difficult to practise their students in translation—a work to which they had not previously been accustomed,—and to examine and criticise the composition of a large number of papers. The severity of the translation test must have been enhanced by the fact that the students who appeared for the Intermediate in 1894 had not had a separate translation paper in the Entrance Examination of 1892. As I have explained in a previous paragraph, a third paper in English, which like that in the Intermediate consists in translation from the Vernacular, is now given in the Matriculation examination also; and though Headmasters are quite as much pressed for time as College Professors are (especially in the Collegiate and largest zila schools, where the matriculation class consists of from 40 to 85 boys), yet it may be hoped that some good may result from having the two examinations conducted as they now are on parallel lines.

The failures in Mathematics are unusually numerous, while those in Logic (which is a compulsory subject on the A and B sides alike) are unusually few,—so few, in fact, as to suggest the conclusion that the examination in this subject erred on the side of leniency.

43. The following extract regarding the Intermediate results is taken from Dr. Thibaut's annual report :—

"Taken as a whole, the results in the Intermediate examination were by no means satisfactory. The Muir College, however, did as well as other colleges—a result not easy of attainment, as the number of our Intermediate candidates exceeded that of the corresponding class in any other college, while we have no special advantage in point of teaching staff.

"The size of the lower classes has in fact proved very embarassing to the teachers in recent years. For the last two sessions the Intermediate class was taught in sec

sections; this, however, is an arrangement which throws much additional labour on the teachers, and which, moreover, cannot be upheld as soon as from any cause the staff is temporarily weakened. The teaching in Mathematics no doubt suffered from the regular Professor being repeatedly absent on leave, and the class being left for several months without any teacher."

44. In the extract which I now quote from Dr. Thibaut's report I believe that he has very accurately explained the reason why men on the B side give proof of superior intelligence as compared with men on the A side:—

"A comparison of the results obtained by the A and B course sections respectively seems to show that the students choosing the B course are on the whole superior to the A course men. That such superiority really exists is, moreover, confirmed by the personal observations of the Professors regarding not only Intermediate, but also the B.A. classes. The Professors on the B side enjoy the advantage of having to teach men who, while anxious like all students to obtain a degree, choose the special subjects of Mathematics and Science from personal taste and a feeling of special capacity for those subjects. The A course classes no doubt contain a fair percentage of men of a similar type, *i.e.*, men having a special liking and capacity for the literary subjects, such as Classical languages, Philosophy, and History. At the same time there can be no doubt that the more hopeless section of our students, the men who possess no special aptitude or preference for any line of study—those men, in fact, who would have done better never to enter College at all—gravitate towards the A course, which requires a smaller amount of Mathematics; and that hence the labour of the teachers on that side is more irksome and less certain of a reward than that of their colleagues on the B side."

45. The Principal of the Canning College has written thus regarding the Intermediate results in his own College:—

"Our College has distinguished itself at the Intermediate examination. No other college shows better on the University lists. My colleagues were unanimous in anticipating a good result from their year's work with such an excellent class. * * * More than two-thirds of the class passed in English. Considering the worse than ignorance of the language displayed by so many of these boys when they join the College, and their want of familiarity with the colloquial, it must have cost Mr. Young great labour to bring so many through in safety. How the Entrance examination allows some of them to pass is to us incomprehensible. It may be partially explained by the fact that many marks may be obtained by a careful committing to memory of notes on the text-book and of the technicalities of Grammar. This is easy for a boy with a good memory, and he may pass without having any practical knowledge of the language at all."

The words quoted above in reference to the Entrance examination exactly describe the process by which a large number of students taught by College Professors manage to pass in the Intermediate and B. A. examinations. Headmasters and Assistant teachers at zila schools simply follow the example set them by College Professors, from whom they received their own training when they were young. In fact, we have only to change the word *Grammar* into *Logic*, and the sentence could be repeated over again as follows without changing another word:—"Many marks may be obtained (by Intermediate students) by a careful committing to memory of notes on the text-book and of the technicalities of Logic." Out of 503 candidates only 38 failed in the compulsory subject of Logic, the technicalities of which can by a mere effort of memory be mastered much more easily than those of Grammar, since Grammar includes a great many points of idiom and construction, besides points that are merely technical, and a judicious examiner would take care to give prominence to the former. As to notes on the literary text-books, it is well known that in selecting the literature courses for the Intermediate and B. A. examinations, the College Principals and Professors serving on the Syndicate almost invariably choose those authors whose works have been edited and brought out with copious notes, and that the notes sometimes occupy as much space as half the volume. It is also well-known that besides these published notes, the Professor is expected to give orally copious notes of his own, all of which are carefully written down by the student, who duly expects to scale the heights of Parnassus with the help of his pencil and note-book. The consequence is the same as that pointed out by Mr. White in regard to matriculation pass men, *viz.*, that many or most of the students who pass the Intermediate or B. A. examination "have no practical knowledge of English at all." The lecturers at the Roorkee College make precisely the same complaint about the native graduates sent to them from the Arts Colleges that the Principal has here made about the students sent to him from zila schools. For it has long been a subject of complaint at Roorkee that the native candidates, even though they have taken the B.A. degree, are not able to understand readily what is said to them in lecture side by side with their European or East Indian class fellows who never attended an Arts college.

One of the proposals put forward last year for the development of the B side of the University courses was to exempt students who select the B side from the necessity of taking up a literary course in English. If this scheme were adopted, I believe that B. A. students through the increased interchange of ideas with the European Professor, in which the use of the pencil and note-book would find no place, would acquire a more practical knowledge of the idioms of English than they can now do by the so-called critical study of Shakespeare, Bacon, Milton, and the like.

46. Regarding the intermediate results in the Agra College, the Principal (Mr. Thomson) has written as follows:—

"For the Intermediate examination we sent up 73 candidates, of whom only 30 were successful. There are three reasons for such a poor result; (1) the class was dull from the first; (2) attendance in the first year was irregular and the work slow; and (3) the class is too large for one teacher to give the students individual assistance. At the beginning of 1892-93, two Assistant Professors were appointed—one for Mathematics, the other for English; but on account of the reduction of the Municipal grant-in-aid, there was not money to pay them, and they had to be discharged at the end of that year. Almost all the failures were in English or Mathematics, or both, and we shall not be able to teach these subjects thoroughly until we can replace the Assistant Professors."

47. In the Bareilly College the result was not up to the average. Mr. Nesbitt, the Principal, did not expect a good result: for in his report, dated 20th April, written long before the results were known, he says: "None of the lecturers has been satisfied with the work of the second year class." In the College Department at Fyzabad the Intermediate class did far above the average of any previous year, 45 per cent. having passed on the A side and 80 per cent. on the B. This is the first year in which students from Fyzabad have appeared on the B side. In the Meerut College the results were fairly good, eight having passed out of 23. This is the first year in which candidates have appeared from the newly opened college at Meerut. It would have been more encouraging to Mr. Bonnaud, the Principal, if his first year had been more successful, and he in fact deserved a better result for the pains that he had taken. Of the 23 candidates presented, 13 appeared on the A side, with the result that 4 passed; while on the B side 10 appeared, of whom four also passed. No reports have been received from any of the other smaller colleges.

48. It may be of some interest before closing the subject of college examinations to show how many students have, since the re-opening in July last, taken up the A and B courses respectively. It will be seen from the table given below that in the three colleges first named—Muir Central, Queen's, and Canning Colleges,—the number of students on either side has now become very nearly equal in the first and second years, though a good deal of inequality still exists in the third and fourth years:—

Colleges.		First year. class.	Second year class.	Third year class.	Fourth year class.
Muir Central, Allahabad	A Course ...	42	61	30	39
	B „ ...	40	39	12	17
Queen's College, Benares	A Course ...	36	44	10	20
	B „ ...	31	59	7	14
Canning College, Lucknow	A Course ...	16	34	19	38
	B „ ...	19	30	11	6
Muhammadan Anglo-Oriental, Aligarh ...	A Course ...	45	59	31	25
	B „ ...	...	...	...	2
Agra	A Course ...	30	69	23	40
	B „ ...	4	38	7	11
Bareilly	A Course ...	13	39	7	16
	B „ ...	8	12	2	4
Fyzabad	A Course ...	1	8	...	...
	B „ ...	5	4	...	...
Meerut	A Course ...	4	7	5	...
	B „ ...	9	11	2	...
St. John's, Agra	A Course ...	8	18	2	11
	B „ ...	11	12	2	3
Christian, Lucknow	A Course ...	5	4	...	4
	B „ ...	1	1	1	...
Christ Church College, Cawnpore ...	A Course ...	10	7	...	...
	B „ ...	2	...	...	...
Ramsay College, Almora	A Course ...	5	3	...	...
	B „ ...	2	1	...	...
Total ...	A Course ...	215	353	127	196
	B „ ...	132	207	44	57

College Boarding Houses.

49. *Muir Central College.*—"During the year under report the new Muhammadan boarding-house was opened, and it at present harbours six inmates. This institution will no doubt prove a great boon to Muhammadan students; but as it is restricted to this special class—which at present constitutes only 15 per cent. of the total of students—it, of course, fails to supply the urgent want so often dwelt on in previous annual reports of a suitable general boarding-house for the Muir Central College. Compared to other colleges, we are in this point at a great disadvantage." (Extract from Dr. Thibaut's report.) The two old bungalows which are at present used as boarding-houses cannot accommodate more than 49 inmates; and owing to the plan of their construction, they are not at all fitted for their present use. Applications for accommodation have constantly to be rejected, and outside students are thereby prevented from joining the college.

Queen's College, Benares.—The boarding-house attached to the Queen's College contained 101 inmates at the close of the past year, of whom 33 were in the Arts and Law departments of the College, five in the Sanskrit department, and the remainder in the School department. All castes and classes are received in this boarding-house. There were 32 Brahmans, 28 Kshatris, 13 Bhuinhars, 20 Kayasth, 3 Muhammadans, 2 Banias, and 3 others. Last year water-pipes were laid on from the Benares water-works, and a hydrant placed in the boarding-house; but there is still much need of a new cooking-shed for the use of the Hindu boarders, and the boundary walls of the boarding-house still need to be raised. The health of the inmates has been good.

Canning College.—"The boarding-house has as many residents as it could conveniently accommodate. There was very little sickness among them. The sanitation of the building and out-houses was carefully inspected and reported on by Dr. Ram Lal Chuckerbutty from time to time. Increased accommodation is urgently required on behalf of the numbers of young men from the districts with scanty means who have otherwise to find a residence in the over crowded bazars. Besides the supervision and control exercised over them in a boarding-house, which inspires confidence on the part of parents at a distance, there is the further advantage of mutual help in their studies and companionship among young men with a common interest. Several of the talúkdárs have generously supplemented our accommodation by allowing some of our students to reside in their own quarters at the Kaiser Bagh." (Extract from Principal's report.)

Agra College.—Besides the general boarding-house attached to this college, there are five separate ones established by different castes for the convenience of their own members—the Bhargavas, the Rajputs, the Vaisyas, the Jats, and the Chaube Brahmans. The Vaisya house was completed during the past year. The Brahman house has been opened by the liberality and energy of Raja Jai Kishen Das, C.S.I. The total boarding-house accommodation now stands as follows :—

General boarding-house	...	...	...	...	...	...	125
Bhargava house	...	...	...	...	...	...	40
Rajput house	...	...	...	...	...	...	75
Vaisya house	...	...	...	...	...	...	40
Jat house	...	...	...	...	...	...	20
Brahman house	...	...	...	...	...	...	40
					Total	...	340

Bareilly College.—"We have," as the Principal writes "42 boarders—38 Hindus, and 4 Muhammadans. It is much to be regretted that the number of boarders is still so small, as it is among boarders chiefly that that *esprit de corps* can be excited and cultivated which is so potent a factor in developing the popularity and efficiency of such an institution as ours. The completion of the Rampur boarding-house has enabled me to initiate this session a plan which I have long wished to carry out, but which has hitherto been impracticable owing to lack of accommodation; that is, the provision of separate quarters for those of our students who come from the hills. The arrangement seemed to be liked by our hill boys, and was conducive to the comfort of all our students.

Aligarh College.—This institution has one of the most handsome boarding-houses in the province. But as no report has been received from the Principal up to date, I am unable to offer or quote any remarks upon it.

Rules for admission to Colleges.

50. In the report for 1892-93 I alluded to the fact that in the year named rules had been framed by which the right of precedence for admission to the first or second year class might be defined. The original draft of these rules was prepared by the late Director of Public Instruction, in consultation with the Principals of the Lucknow and Aligarh Colleges, who met him at Naini Tal in June 1891. The draft underwent some changes in the course of the correspondence that followed in 1892 between the Government and myself after I had taken over charge of the Directorship. The code in its final form was accepted by all the Principals then in office. No reports as to the working of these rules have been received from any colleges except those at Benares and Allahabad.

51. At the Benares College the rules appear to have worked smoothly, although the Principal (Mr. Wright) has proposed some slight amendments. For the Muir College they do not appear to be suitable, as may be seen from the able report sent in by Dr. Thibaût, which I herewith quote *in extenso* :—

"The chief rule on which all other rules depend is rule 4, according to which the number of students in the Intermediate classes or sections of classes is not to exceed sixty. Now there is, I think, no sufficient reason for limiting the number in the said classes to just sixty. The number is much too high if it is meant to secure individual attention being given to each student: in that case a class should certainly not exceed thirty. If, on the other hand, a class is to be merely lectured to (with perhaps the addition of question papers being set from time to time), there is no reason why the class should not contain more then sixty students; in fact as many as the lecture room may hold and as are able to hear what the Professor says.

"Then there is the sub-division of classes into sections. It might be said that more than sixty students may be admitted to a class if the circumstances allow of a sub-division into sections. But the fact is that those circumstances are an exceedingly variable element. In the first place, the strength of the staff has to be taken into account, and on that point there are continual changes owing to absence of Professors on leave, or owing to sickness or transfers. Last year we were for months without an Assistant Professor of Mathematics, and owing to this the section arrangement in Mathematics broke down. In the second place, the requirements in the different subjects vary. Logic and History may sometimes be taught to very large undivided classes, while for English and Mathematics a sub-division may be preferable. But, again, there are certain parts of English-teaching, such as the explanation of books and dictating notes on them, which can be given to very large classes without disadvantage; so that it would be a mere waste of time to take the class in two sections. All this tends to make the teaching of classes in sections something so very unsuitable and varying that it can hardly be taken into account as one of the factors regulating the number of admissions.

"Other difficulties are connected with rules 1—3. If at the beginning of a year 50 students, let us say, are promoted from the 1st year to the 2nd year class, and there are in addition 30 students who have failed in the previous intermediate examination, how is this number of 80 to be reduced to 60? The only means would be to send away 20 of the students who had failed. But this is hardly feasible. Then, as to the rules about precedence of admission to the 1st year class (rule 2), candidates who have passed in the higher divisions are to take precedence of those who have passed in the 3rd division. But the fact is that students of the latter class generally apply first, and that the Principal cannot reject their applications in the indefinite expectation of better applicants. Many students do not apply for admission before the opening of the College; many arrive and apply only some days after the opening. It does not appear advisable to send away well qualified applicants because they are a little late; nor again does it appear possible to send away students of inferior qualifications, but already admitted, when better candidates turn up later. The only rule which it is feasible to follow is not to admit ill-qualified candidates who come very late. Many students, moreover, who apply and come late can show valid reasons for not having been in better time.

"I do not under the above circumstances consider it possible for the Principal of this institution to act in strict accordance with the rules under discussion, and I doubt whether any such hard-and-fast rules will meet the requirements of our situation."

52. No such criticism has ever appeared from any of the other colleges, because in these the attendance difficulty has not yet reached an acute stage as it has done in the Muir College.

The Law Departments.

53. The annual statistics for the eight colleges to which Law departments have been attached are given below :—

Institutions.	Number on the rolls on 31st March.	Number of candidates for examination.	Examination in which they passed.			
			Bachelor of Law.	High Court Vakil	Pleadership.	Total.
Muir College	138	55	11	1	...	12
Canning „	206	64	6	1	3	10
Queen's „	74	13	1	1	...	2
Aligarh Muhammadan Anglo-Oriental College ...	61	15	3	1	1	5
Agra College	80	35	11	...	1	12
Bareilly „	73	4	...	...	...	...
St. John's „	56	8	2	...	...	2
Meerut „	69	...	...	...	...	...
Total ...	757	194	34	4	5	43

Since the previous year there has been an increase of 142 in the total enrolment, and of 56 in the number of candidates for one or other of the examinations. Among those who have taken the degree of Bachelor of Law, there has been an increase of 10; a decrease of one among those who have obtained the certificate of High Court Vakíl; and a decrease of 15 in the number of passmen for the Pleadership examination. The success of the candidates has therefore by no means kept pace with the increase in the number of Law students. Commenting on the increase in the number of law students at the Benares College, the Principal remarks that "very few of the students venture to appear at the public examinations, and those who do appear are not very successful." As regards the Canning College, the Principal writes thus:—"There were 206 students in the law class at the close of the year, of whom 126 were students in Arts and 80 outsiders. The date of admission to the class was changed from the 1st January to the 1st October in order that the completion of the two years' attendance might coincide with the time in which the names are sent in for the Law examination to be held in November. The result of this was that the period of attendance of two successive years overlapped, and caused the temporary inconvenience of overwhelming numbers in the class. One of the candidates at the L.L.B. was absent out of the 11 who appeared, and six passed. One of the High Court Vakíl candidates passed in Law, but was struck off the list on account of deficiency in Urdu. One of the pleader candidates shared the same fate. The High Court examination for Vakil is exceedingly strict: only three candidates passed out of 108. Salig Ram from our College was one of the eight who passed the L.L B. in the 1st division."

The Oriental Departments.

54. Among the Oriental colleges or departments in this province, by far the most conspicuous place is held by the Sanskrit College, Benares. On the 31st March 1894, there were 401 students on the rolls of the Sanskrit College against 397 on the same date in the year preceding. There was no change in the College staff in the year under report. The annual examinations were conducted from 12th March 1894 on the same lines as in the previous year. The total number of examinees, including the outsiders, was 354; and the results are shown in the following table:—

Name of examination.	Number of examinees.	Number passed.	Remarks.
Prathama Pariksha	135	47	
Madhyama „ (entire)	48	30	
Ditto „ (in parts)	92	61	
Acharya „ „	79	*72	* Of the 72 successful students, two passed the entire Acharya examination in Vyakarana and two in Upadhyaya in Vyakarana from the Sanskrit College, Benares. The remaining 68 students passed in Acharya in parts.
Total ...	354	210	

55. Among the 354 named in the above table, 148 were either from other Sanskrit institutions existing in this province, or from institutions in Foreign States; and a few out of these were private candidates belonging to no institution. The names of the Sanskrit institutions or departments in this province other than the Government College, Benares, are the following:—The Sanskrit department at the Canning College, Lucknow; the Dharbhanga Patshala at Benares; the Lyall Collegiate School at Balrampur in the Gonda district, Oudh; the Sanskrit department at the High School, Mirzapur; the Ambikadatta Patshala at Muttra; the Sripradhan Sarjuparia Sanskrit Patshala, Allahabad; the Rameswar Patshala at Moradabad; the Sabha Sanskrit Vidyalaya at Etáwah; the Churnvilas Patshala at Cawnpore; the Sivaraj Sanskrit Patshala at Almora; the Rameshwar Patshala at Háthras; the Sanskrit Patshala Chungi at Shahjahanpur; the Jubilee Sanskrit Patshala at Ballia; the Vicharsabha Patshala at Etáwah; the new Sanskrit Sabha Patshala at Etawah; the Yamunadatta Thakur Kisorriraman Patshala at Muttra; Sanskrit Patshala, Moradabad; Church Mission School, Lucknow; Sanskrit Patshala, Allahabad. This long list of names shows two things—(1) that, notwithstanding the almost universal craving for English at nearly every large town in the province, a genuine desire for the perpetuation of Sanskrit learning still survives at many important towns among the more conservative sections of the Hindu community; and this is clear from the fact that only four out of all the schools named above receive any help from public funds; (2) that the Sanskrit College, Benares, serves as a kind of provincial University for this special department of Oriental learning. The influence of the said College is felt in Foreign States also; for I find the names of three institu-

tions existing in Foreign States from which candidates were sent up, *viz.*, the Laskar College, Gwalior; the Raja's Sanskrit College, Chattrapur; and Madhava College, Ujjain. The results of the last examination, so far as they relate to provincial institutions other than the Benares College and to schools in Foreign States, are shown in the following table :—

Name of examination.	Number of examinees.	Number of passes.
Prathama Pariksha ...	90	28
Madhyama „ (entire) ...	6	2
Ditto „ (in parts) ...	52	30
Total ...	148	60

These results show that the institutions named were unable to send up any candidates for the Acharya or Final examination of the Benares College, but only for the Prathama or first and the Madhyama or Intermediate. They are therefore, as might be expected, far less advanced in Sanskrit learning than the Benares College.

56. Distinct from the Sanskrit College proper, there is the Anglo-Sanskrit department, which was attended by 48 students in the last annual session against 39 in the previous one. The chief aim of this department is to combine, if possible, the study of ancient Hindu philosophy with that of modern European thought, and thus form a connecting link between the Sanskrit College proper and the English College proper. To do this effectually would require men of a much wider range of culture than is needed for the purely Sanskrit College; but to get first-rate men of such attainments on such salaries as are offered is out of the question. Nevertheless the Anglo-Sanskrit department is doing its best in the direction for which it was re-established some 10 years ago. The students were examined as usual near the close of the annual session, and the results were said to be satisfactory. In the absence of Mr. Venis, who has usually been in charge of the Sanskrit College and the Anglo-Sanskrit department in addition to his duties as Professor of Philosophy in the English College, Dr. Thibaut of the Muir College, Allahabad, was kind enough to undertake the duty of Superintendent of Sanskrit studies in the year under report.

57. The Oriental department at the Canning College, Lucknow, consisted last year of three different classes—the Sanskrit class with 12 students; the first Arabic class with 12 students; and the second Arabic, in which Persian is also taught, with 17 students. These make a total of 41. Each of these classes is quite as large as can be taught by a single man. Each class is divided into groups according to the stage of advancement, and the various groups come up in succession to be taught at different times of the day. The students are prepared for the Oriental examinations held at Lahore, Benares, and Allahabad. The first is conducted by the Oriental branch of the Panjab University; the other two are departmental. I have described the Benares system already. The following table shows how many candidates were presented for each class, and how many passed :—

Sanskrit Class.	Candidates.	Passed	I.—Arabic.	Candidates	Passed.	II.—Arabic.	Candidates.	Passed
Panjab Visharad ...	2	1	Maulvi ...	1	...	Maulvi	4	1
„ Shastri ...	1	1	Maulvi Fazil ...	1	1	Maulvi Alim ...	1	1
Benares Prathama ...	2	...	Munshi Alim ...	1	...	Maulvi Fazil ...	2	...
„ Madhyama ...	4	4				Munshi ...	2	2

58. The Mulla examination in Arabic is held annually in the Muir Central College. The following are the results for the last two years :—

	1893		1892.	
	Candidates.	Passed.	Candidates.	Passed.
Canning College, Oriental Department ...	1	...	2	1
Government High School, Mirzapur ...	1	...	...	...
Chasmai Rahmat School, Ghazipur ...	1	...	3	2
Private candidates ...	3	3	2	2
Total ...	6	3	7	5

Section IV.—ANGLO-VERNACULAR SCHOOLS FOR BOYS.

59. Schools for general education, as distinct from normal and other kinds of special schools, are sub-divided into two main classes, according as they do or do not teach English. The present section deals with schools of the former description only.

The instruction given in these is of four different grades—the high grade represented by the University Entrance and the School Final examinations; the middle grade represented by the provincial Middle English examination; the Upper Primary grade represented by the standard of class V; the Lower Primary grade represented by the standard of class VII. The last covers four tuitional years, while the other three cover two years each. Thus the entire Anglo-Vernacular course ending with the Entrance or School Final examination covers 10 tuitional years or sessions, with 10 classes or standards: Classes X—VII, Lower Primary; classes VI, V, Upper Primary; classes IV, III, Middle; Classes II, I, High. This gradation has now been in force for the last 10 or 11 years, and is followed in all the Inspection Circles of the province, and in aided and unaided schools as well as in Government ones.

There are many schools which do not teach beyond class VII, such as the branch schools attached to zila schools, and are therefore ranked and aided as Lower Primary; others teach as far class V, but not up to class III, and are therefore ranked as Upper Primary, such as the Bullock Memorial School, Najibabad, or the Kashipur Anglo-Vernacular school in the Kumaun Division. Some do not teach beyond class III, and are therefore ranked and aided as Middle Anglo-Vernacular schools. A few of the Government zila schools are also of the Middle grade. Many of the High schools do not possess a Lower Primary section (classes X—VII), but receive recruits annually from the Preparatory or branch schools just referred to.

University Entrance Examination.

60. Schools which are classed as High are in preparation (as was said) either for the Entrance examination or the School Final examination of the Allahabad University: most of them for the former only, and a few for both. Taking the Entrance examination first, I subjoin the abstract given below, in which are shown the results for the last two years as gained by State, aided, and unaided schools respectively:—

Class of school.	1894.						1893.					
	Number of candidates	Passed in division.			Total.	Percentage of passes	Number of candidates.	Passed in division.			Total.	Percentage of passes.
		I	II	III				I	II	III		
State ...	572	30	128	104	262	46	600	53	144	135	332	55
Aided ...	602	30	112	114	256	43	600	32	115	126	273	46
Unaided ...	30	2	2	11	15	50	62	5	9	13	27	44
Total ...	12,04	62	242	229	533	44	1,262	90	268	274	632	50

The combined or general result for the province on the whole is not so high as in the previous year either in the number of candidates or in the percentage of pass men. The number of candidates is less by 58; but this is more than balanced by the 84 students who appeared for the school Final examination, since none appeared for the School Final in 1892-93. The total percentage of pass men has fallen from 50 to 44; but this again is to some extent balanced by the 60 per cent. who passed in the School Final. On the whole, therefore, there is no appreciable difference between the results of the last two years. For the first time within my knowledge unaided schools have obtained a higher percentage of pass men than either aided or Government ones. The number of candidates, however, was very small, only 30 out of the five schools from which candidates were presented.

61. The Entrance standard has ever since the establishment of the Allahabad University consisted of four main subjects—English, Mathematics, Second Language, History, and Geography. The percentage of pass men in each of these four subjects for the last two years is shown below:—

Class of school.	1894.				1893.			
	English.	Mathematics.	Second language.	History and Geography.	English.	Mathematics.	Second language.	History and Geography.
State	69	79	89	50	72	70	94	68
Aided	65	78	87	56	65	69	89	64
Unaided	73	80	93	60	54	65	90	65

This table shows clearly enough in what subjects the failure has chiefly been. In the State and aided schools the proportions of pass men in English, Mathematics, and Second Language shows but a very slight divergence from that of previous years; but in History and Geography the State schools show a falling off of 9 per cent., and aided ones of 8 per cent. The difference is rather more marked than it might at first sight appear to be, because in the examination of 1893 also the number of failures in the same subject was a good deal above the average. The inspection report sent in by Circle Inspectors to this office disclose the fact that this subject is apt to be neglected owing to the supposed superior difficulty of the papers in English and Mathematics; and this accounts for the failure shown in the Entrance results. The remarks which I here transcribe from Mr. Crosse's report will probably apply to other circles besides his own:—

"History and Geography still remain as unpopular as ever, though I was much pleased with the ability with which boys answered difficult questions at Bahraich. On the other hand, at Rae Bareli, when I made my annual inspection, I found that scarcely any Geography had been taught, and I was informed that it had been the custom in this school to leave History and Geography as unimportant subjects till late in the year before seriously taking them in hand."

62. In the following table the Entrance results are compared circle-wise in the same form as that used in previous reports:—

Circle.	Class of school.	1894.							1893.						
		Number of schools.	Number of candidates.	Passed in Division— I	II	III	Total.	Percentage of passes.	Number of schools.	Number of candidates.	Passed in Division— I	II	III	Total.	Percentage of passes.
First.	State	8	120	8	37	23	68	57	8	102	8	18	21	47	46
	Aided	13	292	12	60	65	137	47	14	252	14	44	61	119	47
	Unaided ...	1	2	...	..	1	1	50	2	11	5	...	1	6	55
	Total ...	22	414	20	97	89	206	50	24	365	27	62	83	172	47
Second.	State	11	116	10	30	23	63	54	11	119	12	30	20	62	52
	Aided	6	86	7	22	9	38	44	6	118	5	22	24	51	43
	Unaided ...	3	11	2	2	1	5	45	2	13	...	1	3	4	31
	Total ...	20	213	19	54	33	106	50	19	250	17	53	47	117	47
Third.	State	7	208	3	35	41	79	38	7	235	17	61	59	137	58
	Aided	16	189	10	26	36	72	38	16	196	12	44	35	91	46
	Unaided ...	1	17	...	..	9	9	53	1	36	...	7	8	15	42
	Total ...	24	414	13	61	86	160	39	24	467	29	112	102	243	52
Fourth.	State	7	128	9	26	17	52	41	7	144	16	35	35	86	60
	Aided	2	35	1	4	4	9	26	2	34	1	5	6	12	35
	Unaided ...	...	...	...	...	...	...	...	1	2	...	1	1	2	100
	Total ...	9	163	10	30	21	61	37	10	180	17	41	42	100	56
	GRAND TOTAL ...	75	1,204	62	242	229	533	44	77	1,262	90	268	274	632	50

63. Regarding the schools of each circle, the following remarks are offered:—

First Circle.—"A larger number of candidates appeared this year than last both from Government and from aided schools, although one aided school has dropped out of the list. The percentage of passes is higher in the zila than in the aided schools. Of the zila schools, Saháranpur, Muzaffarnagar, and Bulandshahr have done very well indeed, all three having passed boys in the 1st division. Of the aided schools, the High School at Orai in Bundelkhand has done the best; the City High School at Jhánsi, and the Victoria High School at Agra have likewise done very well. The largest number of passes is naturally from the Collegiate school, Agra, and from the

Collegiate School, Aligarh; but the percentage of passes is comparatively small." (Extract from Inspector's report.)

Second Circle.—"The number of candidates has decreased by 3 owing to boys taking up the School Final; otherwise there would have been an increase of 7. The number of failures in English has decreased by 12, in Mathematics by 21, and in Second Language (which in almost all cases is Persian) by 8. It is due to failure in History and Geography alone that Hardoi and Rae Bareli did not get much better results than they did. On the whole the results in this circle are an improvement on last year's." (Extract from Inspector's report.)

Third Circle.—"Fatehpur is the only school that has done worse than last year, and Ballia alone of all the districts has a fair percentage of passes. The rest are all below 50 per cent. The total percentage is the worst that we have had for three years. We have the greatest number of failures in History and Geography, and the highest number of passes in the Second Language. In Mathematics all the schools have done well, especially Fatehpur. This result verifies the statement made elsewhere in my report regarding the state of the classes in Mathematics at the time of my tour." (Extract from Mr. Welby's report.)

Fourth Circle.—The results of the Entrance examination in this circle are very mixed. The zila schools at Badaun and Sháhjahánpur both did very well; and for the first time in its history, the zila school at Almora has made a good score. The other schools did either moderately or badly. In the 4th, as in the other circles, failures were most numerous in the subject of History and Geography.

64. I append, as usual, a couple of lists, the first of which shows those schools (Government, aided, or unaided) that did best, and the second those that did worst, in the last Entrance examination. The former list is as follows :—

Circle.	Name of School.	Number of candidates.	Passed in Division—			Total number of passes.	Percentage of passes.
			I.	II.	III.		
First	Orai—High School	8	2	3	2	7	88
	Muzaffarnagar—Zila High School	10	1	6	1	8	80
	Saháranpur „ „	14	2	5	4	11	79
	Meerut—Church Mission High School ...	8	1	2	3	6	75
	Bulandshahr—Zila High School	14	2	7	1	10	71
	Dehra Dún—American Presbyterian Mission School	7	...	3	2	5	71
Second	Bahraich—Zila High School	7	...	5	2	7	100
	Sitapur „ „	10	1	4	4	9	90
	Partábgarh „ „	8	...	2	5	7	88
	Sultánpur „ „	11	3	4	2	9	82
Third	Benares—Bengali Tola High School	9	1	3	5	9	100
	Basti—Church Mission Society's Station School ...	9	3	3	...	6	67
	Allahabad—Bengali Preparatory High School ...	11	...	2	5	7	64
Fourth	Budaun—Zila High School	12	3	6	...	9	75
	Sháhjahánpur „ „	9	2	3	1	6	67

The success of some of the above schools has been alluded to already. Among the schools in the 1st Circle, I examined last year the Entrance classes of the zila schools at Muzaffarnagar and Bulandshahr, and of the Church Mission High School in Meerut. In the visitor's books of all these I recorded very favorable remarks, the justice of which has, I am glad to see, been verified by the Entrance results. In the 2nd Circle I examined the same class at Bahraich and Sitapur, and was similarly pleased, the former school having been taught by Bhawani Din, and the latter by Kewal Krishna. The Sultánpur school, which has long had a good record, has for more than 20 years past been under Babu Madhu Sudan Mukerji, the accomplished Headmaster, who has made this school, though situated in a small and backward station, one of the best of the smaller zila schools in the united provinces. I regret to say that I was unable to visit any school in the 3rd Circle, as my route lay entirely through the central and western divisions. In the 4th Circle I examined the entrance class taught by

Mr. Williams, whose success for several years in succession has long been matter for favorable comment. The Budaun school has long been very successfully managed and taught by Pandit Badri Narain Misra.

65. The list given below shows those schools which did worst in the last Entrance examination :—

Schools.	Number of candidates.	Number of passes.	Percentage of passes.	Remarks.
Cawnpore—Zila School	28	8	29	
Bareilly—Collegiate School	53	14	26	
Pilibhit—Zila School	4	1	25	
Lucknow—Husainabad High School	4	1	25	
Benares—Collegiate School	58	14	24	
Cawnpore—Christ Church Collegiate School	9	2	22	
Azamgarh—Church Mission School	16	3	19	
Gházipur—Victoria High School	18	3	17	
Allahabad—Boys' High School	6	1	17	
Gházipur—Mission High School	20	3	15	
Gonda—Zila School	7	1	14	
Moradabad—Mission High School	12	...	...	
Jaunpur—Church Mission High School	6	...	...	

None of the above schools (with one exception) is mentioned in the corresponding list shown in the report of the previous year. The only one whose name has appeared twice running in the same list is the Church Mission School at Azamgarh. I find, too, in looking back to the statistics of the year 1892, that the name of this unlucky school appeared in the same list in that year also—a deplorable distinction, which its managers should hasten to remove by a careful enquiry into the cause and the speedy adoption of remedial measures. Against the poor result in the Benares Collegiate school we have to set the fact that some of the best students from the Entrance class, 19 in number, appeared for the School Final examination, of whom 53 per cent. came out successful. The total failure of two of the schools named above and the low percentages of the rest stand in remarkable contrast with the high percentages gained by the schools named in the preceding table. If such failure were general, it would imply either that the examination was above the capacities of students, or that it had been very badly carried out. But neither inference can be drawn when we see that schools named in the other list have done so extremely well.

66. *Collegiate and large zila schools.*—It is hardly fair to compare the results in the collegiate and large zila schools, where the Entrance class has sometimes to be split up into sections, and where in any case it is impossible for the teacher to give much separate attention to each individual student, with the results in smaller schools, where the Headmaster can have every student completely under his eye, can carefully correct every translation exercise that is done in the class, and can even give private assistance, if he is so minded, out of school hours. In the Agra Collegiate school last year the number of candidates was 93, of whom 34 passed, making a percentage of 37, on which the Principal Mr. Thomson, makes the following comment :— "The results of the Entrance examination have never been very good, but the changes made in the staff during the year under review will no doubt lead to some improvement. At the same time it must not be forgotten that the examination of the Allahabad University, so far as English goes, are now more searching than those of any other Indian University. This is not to be regretted, for though there will be disappointments at first, the ultimate effect will be good." In the Aligarh Collegiate school the number of candidates was 54, of whom 23 passed, making a percentage of 43. In the Jubilee High School, Lucknow, the number of candidates was 38, of whom 18 passed, making a percentage of 47. In the Zila School, Allahabad, the number of candidates was 64, of whom 31 passed, making a percentage of 48. These four schools, with the doubtful exception of Agra, may all be said to have done very fairly. The two last named have gained something more than the average percentage of the year. The same two schools have also scored a good result in the School Final examination, to which allusion will be made presently; whereas the other two collegiate schools named in this paragraph have had no students in preparation for the examination last named. For these very satisfactory results the department is indebted (1)

to Mr. Mutti, who for the last four years has been Headmaster of the Jubilee High School, Lucknow, but has lately been transferred on well-earned promotion to the Headmastership of Fyzabad and (2) to Mr. Dukoff Gordon, the well-known and experienced Headmaster of the Government High School at Allahabad.

67. The two other large schools of the province are the Collegiate schools at Bareilly and Benares respectively. Both, I regret to say, appear in the list (given above) of schools which did worst in the last University Entrance, although both made a respectable show in the School Final.

The Bareilly Collegiate school sent up 53 candidates for the University Entrance, of whom only 14 passed, making a percentage of 26. Among these 53 students, no less than 23 failed in Mathematics only, and no less than 35 in History and Geography, both of which subjects were taught exclusively by the second master.

The Benares Collegiate school sent up 58 candidates, of whom only 14 passed, making a percentage of 24. This large class was sub-divided into two sections—section A, taught by the Headmaster Mr. Bacon, and section B, taught by a native assistant. In section A 40 per cent. passed, which, added to the ten other students of the same class who took up the School Final, makes a very fair result. In section B something less than 16 per cent. passed. It is due to the native teacher, who was in charge of section B, that he also taught the History course in section A, which came out well, and that the pick of the students were placed in section A, where they were taught in conjunction with those who were in preparation for the School Final. He had therefore an inferior set of students to teach in the section that was allotted to him.

The School Final Examination.

68. I come now to the School Final Examination, to which allusion has been already made more than once. This is the first year in which it has been possible to show any actual results in an annual report, for it did not come into force before July 1892.

Like the ordinary Entrance examination, it covers a period of two years, and is not commenced by any students till after they have passed the Middle English. The School Final Examination was intended to serve two purposes—(1) to meet the needs of those students who desire to qualify for some industrial pursuit without carrying their general education any further—a purpose for which the ordinary Entrance examination was considered to be less suitable (2) to meet the needs of those students who desire to take up the B or Science course in the Intermediate or B. A. examination of the University.

69. The standard of the School Final, as compared with that of the Entrance, presents some points in common and some of divergence. In English, Mathematics, History, and Geography the courses are uniform, except that an oral test, which is not required for the Entrance, is added in English. Candidates for the School Final must also pass in the Vernacular, which in the case of Urdu consists of translation from English to Vernacular, transcription from unseen Shikasta of moderate difficulty to Nastalik, and the composition of an original letter in the proper forms of courtesy and address. No such test is required for the Entrance examination. In lieu of the classical language, the alternative subjects offered to the students are Science, Drawing, Book-Keeping by Single and Double Entry, Agriculture with Surveying, and Political Economy. A candidate may take two of these if he can, but one at least is indispensable; and if he fails in this, he is plucked as if he had failed in all. The standard thus fixed by the University Syndicate, and adopted by the Senate in January 1893, has preserved the main points of the original draft proposed by the late Technical Education Committee. In Science, it requires both Chemistry and Physics, whereas the original draft proposed only one of these. In Urdu it has struck off the difficult item by which candidates would have been required to write a précis of Urdu official papers, and to draft official proceedings—an art which could not have been taught in school or anywhere but in the Vernacular branch of some public office. In any case, it may be said that the scheme which is now in force has been found to be a workable one, and I am confirmed in this opinion by the fact that several schools in the Central Provinces have applied to be recognised by the University as schools competent to prepare students for this examination. If it should be found necessary to make some revision hereafter as fresh experience is gained, it was at least wiser to commence on a plan which could be worked than to impose at the outset a scheme of prohibitive difficulty. On this principle the candidates of the first two years were on account of the shortness of time and the absence of earlier preparation excused the paper in Vernacular, but for future years no such exemption has been or will be granted.

70. The results of the first public examination in the School Final course are shown below schoolwise. Since every school which sent up candidates for the School Final sent up a good many more at the same time for the ordinary Entrance, I have thought it better to put the results of the two examinations side by side, as this will show

better what each school has really done during the past year in working for both, and what numerical proportion the candidates for the one examination bear to those for the other :—

Name of School.	School Final Examination.						Entrance Examination.					
	Number of candidates.	Passed in Division.				Percentage of passes.	Number of candidates.	Passed in Division				Percentage of passes.
		I	II	III	Total.			I	II	III	Total.	
Government Schools.												
Zila School, Allahabad.	12	2	3	...	5	42	64	1	17	13	31	48
Collegiate School, Benares.	19	...	6	4	10	53	58	...	4	10	14	24
Collegiate school, Bareilly.	12	3	4	1	8	67	53	2	6	6	14	26
Collegiate School, Fyzabad.	10	...	5	1	6	60	13	...	...	4	4	31
Total ...	53	5	18	6	29	55	188	3	27	33	63	34
Aided Schools.												
Collegiate School, Meerut.	5	...	...	2	2	40	32	1	3	12	16	50
Jubilee High School, Lucknow.	18	3	8	2	13	72	38	3	10	5	18	47
Total ...	23	3	8	4	15	65	70	4	13	17	34	49
Unaided School.												
Kayasth Patshala, Allahabad.	8	...	5	1	6	75	17	...	...	9	9	53
GRAND TOTAL ...	84	8	31	11	50	60	275	7	40	59	106	39

The school which comes out best in the School Final, considering the number of passes as well as the number of candidates and the number who came out in the 1st division, is the Jubilee High School, Lucknow; and this has not prevented it from taking the second best place in the Entrance examination also. In fact, of all the *large* schools in the province, the Jubilee High School, Lucknow, has decidedly taken the lead. This is much to the credit of Mr. Mutti and his staff. The success of the Jubilee High School should be a source of satisfaction to the Principal of the Canning College, who rightly regards this school as the intended successor to the late Canning Collegiate school which was abolished some eight years ago for the sake of strengthening the College staff. The Bareilly and Benares Schools have both gained high percentages of passes in the School Final and in the case of Benares, the number of candidates was large. The least satisfactory result is that at Meerut, where the percentage of passes and the number of candidates were both smaller than elsewhere. The unaided school at Allahabad, known as the Kayasth Patshala, has done very creditably in both examinations. In the School Final, out of eight candidates, it has passed six, and five of these in the 2nd division. This is creditable to the Headmaster, Babu Oudh Bihari Lal.

71. I trust that the above results will not be deemed unsatisfactory considering the circumstances under which the new classes were formed in July 1892. On 19 days' notice Science teachers were appointed to the selected schools, and apparatus was either provided or ordered. The classes too were formed out of students whose minds were in a state of suspense: for they were aware that the Science course, for which they had undertaken to work, still required the sanction of the University Syndicate and Senate, and that these could not be procured before January 1893, the students being left in doubt in the meantime as to whether the University would or would not sanction the scheme for which they were in preparation. Again, there was the practical difficulty of inducing them to give up Persian—the subject in which for a great many years past the fewest failures had occurred, and to incur in its place the risk of failure in subjects that had hitherto not been tried, *viz.*, an oral test in English as well as a written examination in Science. It is well known how very eager students are to gain a certificate of passing; and hence it needed no little persuasion to induce as many as 76 boys at the six selected schools to run the risk of taking such a step in the dark.

72. The percentage of passes in the School Final was a good deal higher than that in the Entrance, notwithstanding the greater difficulty of the course. In the former it was 60, while in the latter it was 39 for students in the same schools, and 44 for the entire province. Since most of the subjects in the two examinations are identical, while the alternative course in Science is more difficult than Persian, it is evident that the students who took up the School Final were of a cleverer stamp than those who in the same school took up the ordinary Entrance. If the number of School Final candidates increases (which seems not at all unlikely), it may be possible to sub-divide class I in such a way that the Entrance candidates will be in one section and the School Final candidates in the other. This remark, however, applies only to those large collegiate or zila schools in which the number of students is so great that a sub-division into two separate sections or sub-classes is indispensable.

73. The failures in the School Final examination are shown in the following table :—

Class of school.	Number failed in.				
	English on paper.	Oral test in English.	History and Geography.	Mathematics.	Science.
State	15	1	8	14	14
Aided	4	3	7	2	6
Unaided	...	...	2	1	2
Total ...	19	4	17	17	22

The Middle English Examination.

74. From the results of the Entrance and School Final examinations, I pass to those of the Middle English, by which the students of class III at High and Middle schools are publicly tested through questions set by an examining board near the close of each educational year. The following table shows last year's results, not only for each class of school, but for each tuitional division and for each inspection circle :—

Circle.	Class of school.	Number of candidates.	Passed in Division—			Total.	Percentage of passes.
			I	II	III		
First ...	State	232	23	88	26	137	59
	Aided	484	13	153	71	237	49
	Unaided	19	...	5	2	7	37
	Total ...	735	36	246	99	381	52
Second ...	State	303	8	101	38	147	49
	Aided	168	1	60	22	83	49
	Unaided	67	...	7	5	12	18
	Total ...	538	9	168	65	242	45
Third ...	State	314	7	94	46	147	47
	Aided	455	8	144	57	209	46
	Unaided	72	...	22	12	34	47
	Total ...	841	15	260	115	390	46
Fourth ...	State	222	7	112	27	146	66
	Aided	170	6	69	26	101	59
	Unaided	8	...	2	...	2	25
	Total ...	400	13	183	53	249	62
Total ...	State	1,071	45	395	137	577	54
	Aided	1,277	28	426	176	630	49
	Unaided	166	...	36	19	55	33
	Total ...	2,514	73	857	332	1,262	50
	Private candidates ...	631	...	40	36	76	12
	GRAND TOTAL ...	3,145	73	897	368	1,338	43

75. This is the fourth occasion on which candidates have been examined by the new method which was planned and put into orders in 1889 by the late Director of Public Instruction, and first took effect in 1891. The change of method consisted

in the fact that, whereas formerly candidates were examined in special subjects (Mathematics, History, and Geography) through the medium of the Vernacular language, they were thenceforth to be examined in the said subjects through the medium of English. Time has fully justified the wisdom of this change. In 1891 the number of candidates was 2,431, and the percentage of passes 27. In 1892 the corresponding figures were 2,881 and 35. In 1893 the figures were 3,013 and 42. In 1894 the figures were 31,45 and 43. Thus for four years running there has been an unbroken rise both in the number of candidates examined and in the proportional number of pass men; and it is certain that students after passing this standard are much better equipped than they were under the former system, either for taking up some kind of business or work that requires an accurate knowledge of vernacular combined with a moderate knowledge of English, or for commencing to prepare for some higher examination at school. The popularity of the examination in its present form is attested by the fact (1) that within our own province the number of candidates has in the space of four years risen by more than 700; (2) that schools outside the province, in Rajputana and Central India, are more and more inclined to get their own students admitted to the same examination with ours.

If private candidates were excluded the percentage of pass men would be a good deal higher than 43, *viz.*, 52 in the 1st circle, 45 in the 2nd, 46 in the 3rd, and 62 in the 4th, making an average of 50 per cent. for the whole province, including all Government, aided, and "recognised" unaided schools.

76. The requirements of the examination last year were the same as those of the year previous, except that students were allowed the option of taking up drawing (regarding which I shall give a detailed report hereafter) as an alternative to some classical language. The following table shows for the last two years the percentage of success in each subject:—

Class of school.	1894.				1893.			
	English.	Mathematics.	Second Language or Drawing	History, Geography, and Sanitation.	English.	Mathematics.	Second Language.	History, Geography, and Sanitation.
State Schools ...	62	73	76	69	58	78	80	67
Aided „ ...	59	70	73	62	50	69	69	54
Unaided „ ...	42	56	60	44	48	58	56	47
Private candidates ...	21	38	42	23	21	33	43	24

The variations are so slight as to call for no comment. In both years the percentage of success is satisfactory in all the subjects, though higher in Mathematics and the Second Language than in the other two.

Looking to the total result in the North-Western Provinces and Oudh and comparing it with that of the previous year, we find that the percentage of passes in Government schools has remained the same, *viz.*, 54; that in aided schools it has risen from 45 to 49; that in private schools it has fallen from 44 to 33; and that among private candidates it has declined from 15 to 12.

77. I subjoin, as usual, a table showing the names of those schools which came out best in the last examination:—

No.	Name of school.	Number of candidates.	Passed in Division—			Total number of passes.	Percentage of passes.
			I	II	III		
	Government.						
1	Pilibhít Zila School	12	...	9	2	11	92
2	Etah „	9	...	7	1	8	89
3	Etáwah „	27	1	17	5	23	85
4	Budaun „	27	...	19	4	23	85
5	Bánda „	13	2	6	3	11	85
6	Bijnor „	18	3	10	2	15	83
7	Mainpuri „	15	2	8	2	12	80
8	Gonda „	13	2	8	...	10	77
9	Farukhabad „	21	11	4	1	16	76
10	Moradabad „	41	1	24	6	31	76
	Total ...	196	22	112	26	160	82

No.	Name of school.	Number of candidates.	Passed in Division—			Total number of passes.	Percentage of passes.
			I	II	III		
	Aided.						
11	Cawnpore—Gurnarain's Khatri School	9	...	7	2	9	100
12	Mainpuri—Mission High School	8	...	6	2	8	100
13	Sháhjahánpur—Mission School	9	1	6	1	8	89
14	Roorkee—Orman Middle School	9	1	6	1	8	89
15	Bareilly, Western English Memorial School ...	23	3	13	4	20	87
16	Deoria—Subscription School (Gorakhpur) ...	6	...	3	2	5	83
17	Orai—High School	11	4	5	...	9	82
18	Gorakhpur—Church Mission High School ...	16	2	10	1	13	81
19	Khurja—Victoria Jubilee School (Bulandshahr) ...	5	...	3	1	4	80
20	Benares—Bengali Tola Preparatory School ...	23	2	15	1	18	78
21	Agra—Victoria High School	24	...	13	5	18	75
22	Fatehgarh—Mission School (Farukhabad) ...	16	1	7	4	12	75
23	Gyanpur—Anglo-Vernacular Subscription School (Mirzapur).	8	...	4	2	6	75
	Total ...	167	14	98	26	138	83
	Unaided						
	Nil.			*Nil.*			

There is only one school in the above list the name of which also appeared in the list of schools that distinguished themselves in the last Entrance examination, *viz.*, the Budaun zila school, which in the year under report passed 75 per cent. in the Entrance examination and 85 per cent. in the Middle English—an accomplishment which speaks highly for the work done by the Headmaster (Pandit Badri Narain Misra) and some members of his staff. The aided schools have gained a slightly higher percentage of success than Government ones; but the number of candidates who passed in the 1st and 2nd divisions was proportionately a good deal smaller. The Moradabad zila school (which during the year under report came under the very efficient Headmastership of Babu Ishan Chandra Banerji) did exceptionally well, considering that 41 candidates appeared for the examination, and that all, except 10, came out successful. None of the collegiate or large zila schools, except Moradabad, appear in the distinguished list. Three of these had an unfavourable result, while the rest made up a percentage never below, and sometimes above, the general average for the province. From the Agra Collegiate school only 28 passed out of 96. From the Benares Collegiate school only 31 out of 83, although this was a decided improvement on the result of the previous year. From the Allahabad zila school 29 passed out of 71, which gives a percentage not quite so good as the average for the province. On the other hand, from the Fyzabad Collegiate school 21 passed out of 48. From the Jubilee High School, Lucknow, 26 passed out of 58. From the Queen's Anglo-Sanskrit School, Lucknow, 24 passed out of 40. From the Cawnpore zila school 36 passed out of 50. From the Bareilly Collegiate

school 41 passed out of 80. In the five schools last named the results are all creditable when due allowance is made for the difficulty of teaching large classes or for the risk of splitting up a large class into sections.

78. In the subjoined list I give the names of those schools, Government, aided, or unaided, which came out worst in the last examination :—

Serial No.	School.	Number of candidates.	Passed in Division—			Total number of passes.	Percentage of passes.
			I	II	III		
	GOVERNMENT.						
	Nil.						
	AIDED.						
1	Baptist Mission Middle School, Agra ...	9	...	...	1	1	11
2	Deva Nagri Middle School, Meerut ...	9	...	...	...	...	...
3	Anglo-Vernacular Middle School, Meerut Cantonment.	21	...	3	2	5	24
4	Municipal Middle School, Kándhla ...	10	...	1	1	2	20
5	Municipal Middle School, Kairana ...	2	...	...	...	...	...
6	Municipal Middle School, Kálpi ...	8	...	1	1	2	25
7	Christian Collegiate School, Lucknow ...	16	1	2	1	4	25
8	Kakori Middle Anglo-Vernacular School, Lucknow.	4	...	...	1	1	25
9	Mission Middle School, Khairabad ...	8	...	...	2	2	25
10	Middle Anglo-Vernacular School, Sandila (Hardoi).	4	...	...	...	...	...
11	Rafai-am School, Karra, Allahabad ...	8	...	2	...	2	25
12	Harish Chandra Chauk School, Benares ...	19	...	3	...	3	16
13	Chasmai Rahmat School, Gházipur ...	20	...	...	3	3	15
14	A. M. Central School, Cawnpore ...	17	...	2	1	3	18
15	Bullock M. E. School, Najibabad, Bijnor ...	4	...	...	1	1	25
16	Mission School, Bareilly	4	...	1	...	1	25
17	Mission School, Naini Tal	16	...	1	3	4	25
	Total ...	179	1	16	17	34	19
	UNAIDED.						
18	Church Mission School, Ghaziabad ...	9	...	1	1	2	22
19	Madrasa Alia Islamia, Lucknow ...	23	...	2	...	2	9
20	Forbes' School, Fyzabad	18	...	...	...	...	...
21	Town Middle School, Ballia	20	...	...	1	1	5
22	Hanuman Seminary, Benares	9	...	1	...	1	11
	Total ...	79	...	4	2	6	8

No Government school appears in the above list. The newest and one of the smallest of the Government Middle Anglo-Vernacular schools, *viz.*, that at Bilgram in the Hardoi district, Oudh, made a very good score, having sent up eight candidates and passed five. Among the aided schools the great majority are of the Middle grade, that is, the Middle English examination is the highest standard to which they teach : it is surprising, therefore, that so many of them have produced such a poor result. The very high percentage obtained by no less than 13 aided schools (the names of which are given in the preceding paragraph) shows that aided institutions are quite as able to prepare for this examination as Government ones are.

79. One of the saddest reflections in regard to these examinations is the attempts made year after year to cheat the examiners, and pass by unfair means. The wiles of examinees are endless. A bad case of fraud occurred in the last examination. A certain dull boy, who had no chance of passing by his own merits, contrived to get the cover to

his answer-book transferred to five other answer-books, and *vice versâ*, thereby getting the credit of answers that were not written by himself. The fraud was discovered by Dr. Thibaut, the Registrar, in consequence of his having re-examined a well worded petition from a plucked candidate requesting that favour. By comparing the handwritings, all the answer books to which a wrong cover had been transferred were identified. The results of the examination were changed so far that one candidate, who in consequence of the trick played on his answer-book had failed, was now found to have passed in the 1st division; another candidate was raised from the 2nd to the 1st division; and the other three candidates remained as they were, having either passed in spite of the exchange of their books, or having failed independently of the exchange. The culprit by whom or for whom the covers were changed, instead of being passed, as he was thought to have done at first, was now plucked. Even the thread used in this disgraceful proceeding was not of the same kind as that used in stitching up the pages of the original answer-book. At the time of writing the matter is still under investigation.

It is quite possible that similar or other kinds of fraud may have been practised in the past and previous examinations. There is in force at present an elaborate set of rules which are intended to preclude dishonest practices as far as possible. Some of these may have to be modified and new ones added.

But no set of rules, however ingeniously framed, will secure the end aimed at if a student can find any one in the examination hall willing to help him in carrying out some cunningly devised fraud.

80. *Usefulness and fitness of the Middle standard.*—At the close of almost every public examination attacks appear in the newspapers written by some persons who have been disappointed with the result.

If the pupils fail, it is either the standard or the examiners that are at fault, not the teaching or the examinees. In the year under report a letter of this kind signed by some one who called himself "Pedagogue" appeared in the *Pioneer* soon after the results of the last Middle examination were published. As the suitability or otherwise of this examination is a question of public interest, I propose alluding briefly to each point in this attack:—

(*a*) He begins by saying "the happy individual who rejoices in the possession of a Middle class certificate is supposed to possess the minimum qualification to render him eligible for Government service."

This is inaccurate. The Middle certificate is not the minimum fixed by the last orders of Government as a qualification for the higher appointments in the Revenue Department. It is not recognised as a qualification for employment in the judicial line. In the Public Works it does not qualify for anything above admission to the lower subordinate class at the Roorkee College. It is not accepted by the Education Department as a qualification for any but the lowest grades of teachership. It is seldom or never accepted even as a qualification for the post of copyist in an important public office. It is well-known that the Middle class certificate has long since reached its natural level in the general labour market; and that in these days no one who has not gained a higher kind of certificate is likely to rise unless he shows ability of a very exceptional order, in which case promotion ought not to be denied him.

(*b*) He next alludes to "the folly of the innovation by which a candidate is now examined in only the 1st book of Euclid, whereas he was formerly expected to know two books; and consequently he has now to get through three books (the 2nd, 3rd, and 4th) for Matriculation, instead of only the 3rd and 4th as formerly."

My reply is that the authors of the alleged "folly" were the Circle Inspectors of Schools who six years ago were called together by the late Director of Public Instruction for revising the details of the Middle English examination; that the Circle Inspectors in doing this were assisted by the proceedings of a committee of Headmasters who had previously been called together for a similar purpose; that it is much more difficult, as a "Pedagogue" ought to have known, to master the first book of Euclid than the three that follow it; and that this difficulty is increased by the fact that a boy when he studies for the Middle English is two years younger than when he studies for Matriculation.

(*c*) He next alludes to "the folly by which Algebra has been eliminated from the course, so that the entire course of Algebra has now to be prepared for matriculation, whereas formerly a good portion of the work was done in the middle class."

To this I reply that the alleged folly was perpetrated by the same experts as the previous one; that the elimination of Algebra was to a large extent balanced by a simultaneous raising of the course in Arithmetic; that a complete knowledge of Arithmetic is the best possible preparation for the study of Algebra; and that as many boys never go beyond the middle stage and many schools do not teach beyond

it, a smattering of Algebra is useless for business purposes, whereas a complete knowledge of Arithmetic is invaluable.

(*d*) He finally alleges that "the Middle examination is almost useless," and might be abolished altogether.

My reply is that it is very useful as a stepping-stone to matriculation; that it is necessary as a means for awarding the Government scholarships which would otherwise have to be abolished; that no province in India has dispensed with a Middle examination; and that it is useful as a test for employment in the *lower* branches of Government or other service.

81. A few days afterwards another writer, who signed himself "Another Ditto," caused a letter to be published, in which he declared that "those who were known in the class to be nothing but gowks throughout the year secured a second class, while boys who had acquitted themselves creditably to our *certain knowledge* were altogether missing in the list." Thereupon the Registrar of the Examination addressed a letter to the same newspaper calling upon the anonymous writer "to communicate to him without delay the names and roll-numbers of all those candidates whom he had in view in making the above remarks." He answered the letter privately, not in the newspaper. As regards his own school (and it was only about this school that he was authorized to speak), he could name only *two* candidates, one of whom he thought should have passed, while the other should have failed. The papers of both these candidates were then re-examined by a very competent judge as well as by the Registrar himself, and the result was that they found them to have been justly valued by the examiners. So the whole complaint was groundless, and the author of it was invited to visit the Registrar's office and re-examine the papers himself if he was still dissatisfied. This is a very good example of the groundless, but always anonymous and cowardly, attacks to which the Educational Department is exposed by disappointed Headmasters after all the care that is given to have the examination fairly carried out.

82. From such attacks it is refreshing to turn to the valuable testimony given by Dr. Thibaut, the Registrar, to the honesty of examiners:—

"As this is the last time that I have managed the Middle English examination, I wish to put it on record that during all the years in which I have acted as President or Registrar of the examination I have never had occasion to find serious fault with the work of any examiners. When papers were re-examined by me—and for some reason or other this had to be done every year—I had indeed occasionally to disagree with an examiner as to a mark or two, but in no case saw myself obliged to object to his work as a whole. Unsuccessful candidates are, of course, in the habit of bringing charges against examiners, and it is regrettable that not unfrequently teachers, disappointed by the results achieved by their schools, or else desirous of throwing discredit on an examination, which for some reason or other is inconvenient to them, join in these attacks and give publicity to them in the daily papers. But the fact is that, so far as the valuing of answer-papers is concerned, the work of the Middle English examination has hitherto been well done, and will continue to be so done in future, if proper care is taken to select as examiners men duly qualified and of tested trustworthiness."

Alternative Courses: Science, Drawing, &c.

83. The scheme of the Middle English examination was from 1st July 1893 and (so far as drawing is concerned, from 1st July 1892 revised in such a way that students who desired to prepare eventually for the School Final in preference to the Entrance might have some previous grounding in the corresponding studies. At the same time it was considered advisable that *all* students up to the Middle standard, whatever might be the alternative course or courses selected by individuals, should pass an examination in Urdu or Hindi similar in character to that required for the School Final. The scheme as it now stands, therefore, differs from the scheme that was organized in 1889 in the following points:—

(*a*) Students who select the B or School Final side have the option of taking up an easy Science course in lieu of History, Geography, and Sanitation.

(*b*) Students on the B side may choose between Drawing and Book-keeping as an alternative to a Classical Language—Persian, Arabic, or Sanskrit.

(*c*) Urdu or Hindi has been made compulsory on all students alike, whether they take the B side or the A—a valuable addition to the course, since all special subjects are still studied in English, as in the scheme of 1889, and there was reason to fear that the Vernacular would be insufficiently taught unless special papers were prescribed for it as they are for the English language.

84. *The Drawing classes.*—Among the above changes, the only one that could take effect in the Middle English examination held in 1894 was that connected with drawing. The others will begin to take effect in the examination for 1895. The

following table shows the extent to which drawing was taken up as an alternative subject in April 1894 :—

Class of school.	English.		Mathematics		History, Geography, and Sanitation.		Alternative courses.			
							Classical Language.		Drawing.	
	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.
State	1,071	667	1,071	787	1,071	743	1,058	804	12	11
Aided	1,277	755	1,277	898	1,277	795	1,262	916	15	13
Unaided	166	69	166	93	166	73	166	99	...	...
Private candidates	631	133	631	239	631	142	631	264	...	...

85. The drawing classes at Government and aided schools have ever since October 1892 been under the supervision and management of Mr. M. Crosse, Inspector of Schools for Oudh.

On the 1st July drawing classes were opened at five different schools, *viz.*, the zila schools at Allahabad, Fyzabad, and Bareilly, and the two chief aided schools at Lucknow and Meerut respectively. Since July 1893 a drawing teacher has been appointed to six more schools, *viz.*, the Collegiate School, Benares; the zila schools at Moradabad and Cawnpore; the aided school at Jhánsi and the Church Mission Aided School, Lucknow; and the unaided school at Allahabad, known as the Kayasth Patshala. There are thus altogether 11 schools in the province in which drawing was being taught up to the close of the year under report. Mr. Crosse visited all these 11 schools twice, with the exception of the Kayasth Patshala, which he has not been asked to see :—

"Though the progress in all the new schools was slow," as he writes in his report, "I was on the whole fairly satisfied with the work I saw, with the exception of that at the Jhánsi school, which has, however, in a most unexpected manner done exceedingly well in the departmental examination, passing cent. per cent. of the candidates who appeared."

86. In the Middle English examination of April 1894, the only schools which could send up candidates in drawing were the five to which drawing teachers were appointed in July 1892. Even these five schools did so under a great disadvantage, for the drawing course is intended to extend over four years, whereas the students at these schools had to qualify themselves for the examination in two. From these five schools the names of 27 candidates were sent up, of whom one was absent on the day of the examination and 24 passed, 33 per cent. being the minimum number of marks allowed for passing. The accompanying table gives the details regarding each branch of drawing :—

Name of centre.	Number of candidates.	Number who appeared.	Number who passed in Freehand from the flat.	Number who passed in Model drawing.	Number who passed in Geometrical drawing.	Total pass.
Meerut	4	3	1	...	3	2
Lucknow (Jubilee School) ...	11	11	9	10	11	11
Fyzabad	2	2	2	1	2	2
Allahabad	5	5	3	...	5	4
Bareilly	5	5	1	...	5	5
Total ...	27	26	16	11	26	24

Commenting on the above results, the Inspector writes as follows :—

"The *Geometrical* drawing was exceedingly good, being characterized by great neatness and accuracy; and it was mainly owing to their knowledge of this branch that so many candidates passed in the aggregate. In this branch 24 passed out of 26.

"The *Free-hand* drawing from the flat showed a decided falling off in style and finish.

"I have no doubt that this was due to the fact that students, having finished the prescribed course, neglected to keep it up by home work. In this branch 16 passed out of 26.

"The *Model* drawing showed that either there was a lack of intelligent teaching or that the boys were not able to grasp the principles of the subject; for in three out of the five schools no student gained the required pass marks. Only 11 in all passed out of 26, and 10 of these came from the Jubilee High School, Lucknow, which passed 10 out of 11—a very good result."

In this matter, as in others on which I have commented already, the Jubilee High School, Lucknow, takes the lead in the province—a fact which may be ascribed not so much to the superior intelligence in tuitional skill of the drawing master as to the watchful supervision exercised by the Headmaster, Mr. Mutti.

87. Considering the difficulty that has been felt in bringing the schools up to the required mark in *Model* drawing, and considering, too, the small amount of time that can be given to drawing in conjunction with the many other subjects in which a student must qualify himself, the Inspector, Mr. Crosse, has advised that this branch of the subject be discontinued henceforth from the Middle English course. "I am inclined to think," as he writes at the close of his report, "that more real benefit will accrue, and a better standard be attained, if Model drawing be dropped out of the Middle class course, and more Free-hand and Geometrical drawing be required; for, as I remarked with reference to the Model drawing results in class III, the subject has either not been taught intelligently, or the boys have not themselves the necessary intelligence to take in the principles required for a correct understanding of the subject. It would be learnt more easily in classes II and I, in which the boys are older, and consequently better able to grasp the principles of perspective." This proposal was duly submitted to Government, and has been sanctioned. In confirmation of the soundness of the view taken by Mr. Crosse, it may be pointed out that Model drawing is not required for the Middle standard in the Code for European schools, and that even in the High or Final standard of the said Code the results in this branch of drawing were a conspicuous failure in the public examination held in December 1893, as I have shown below. The importance of Model drawing is beyond question; and this branch holds a prominent place in the scheme of drawing standards, which Mr. Crosse has lately sent up to the Syndicate for the School Final examination.

88. At the close of the year under report 9 out of the 11 schools enumerated above underwent a general examination in drawing, for which the following officers were selected to act as examiners under the supervision of Mr. Crosse: For drawing from the flat, Mr. Erskine Smyth, Headmaster of the Mirzapur Zila School; for Model drawing, Tara Prasanna Banerjee, B. A., Headmaster of the Industrial School, Lucknow; and for Geometrical drawing, Brinda Ban, the Drawing-master at the Normal School, Lucknow. The two schools that were not included in this examination were the Kayasth Patshala, Allahabad, which is not subject to inspection, unless this is invited, and the Church Mission High School, Lucknow, at which drawing was commenced too late in the session to enable it to compete on equal terms with the other schools. The examination included only classes IV, V and VI, since class III underwent the Middle examination, on which I have already reported. The results are shown in the following table:—

School.	Number in class.	Number who appeared.	Number of passes in Free-hand.	Number of passes in Model.	Number of passes in Geometry.	Total pass.	Remarks.
CLASS IV.							
Allahabad	7	4	3	2	3	3	Three absent.
Bareilly	11	10	2	7	9	7	One do.
Fyzabad	11	10	4	6	8	7	Ditto
Jubilee, Lucknow ...	13	11	5	6	11	10	Two absent.
Meerut	9	7	1	2	6	2	Ditto.
CLASS V.							
Allahabad	15	11	6	...	...	6	Four absent.
Bareilly	12	10	6	...	...	6	Two do.
Fyzabad	17	17	9	...	...	9	
Jubilee	15	14	7	...	...	7	One absent.
Meerut	8	8	3	...	...	3	..
Moradabad	15	14	3	...	...	3	One absent.
Cawnpore	13	12	1	...	...	1	One do
Jhansi	7	5	5	...	...	5	Two do.
Benares	14	11	5	...	...	5	Three do.
CLASS VI.							
Allahabad	9	5	2	...	...	2	Four absent
Bareilly	12	10	6	...	...	6	Two do.
Fyzabad	18	17	7	...	...	7	One absent.
Jubilee	23	22	16	...	...	16	Ditto.
Meerut	10	10	3	...	...	3	
Moradabad	14	13	4	...	...	4	One absent.
Cawnpore	19	17	8	...	...	8	Two do.
Jhánsi	15	10	10	...	...	10	Five do.
Benares	6	3	3	...	...	3	Three do.
Total for all classes ...	293	251	119	23	37	133	Forty-two.

This table shows that in the nine schools to which it relates there are now nearly 300 students who are learning drawing, and that out of the 251 who were examined, 133 passed in the standards of their respective classes. Considering the short time that has passed since the teaching of drawing was commenced in this province, its novelty as a subject of instruction, and the popularity of the subject (Persian) to which it has been made an alternative,—considering, too, that no apparatus of any kind was ready at the time when teachers were suddenly appointed in July 1892,—the result may, I think, be considered satisfactory. Much credit is due to Mr. Crosse for the energy and ability with which he has looked after this new branch of instruction.

89. *Drawing apparatus.*—In this province we do not possess the convenience of a School of Art, in which drawing teachers can be trained and drawing apparatus made. Our teachers have hitherto come from the School of Art at Lahore Our apparatus is now made at the Industrial School, Lucknow, under the control of Mr. Crosse, assisted by Radha Kishen, the chief drawing-master, who received his own training at Lahore. Compasses are procured from outside, but the drawing boards, &c., are made at Lucknow from wood procured from the Panjab.

90. *Science classes.*—A Science class was opened on 1st July 1892 at five different schools, *viz.*, at the Government Collegiate or Zila schools in Bareilly, Allahabad, and Fyzabad, and at the aided school in Meerut and the Jubilee High School, Lucknow. A sixth class was afterwards added at the Collegiate School, Benares. These six schools all sent up candidates for the School Final examination in March 1894, in which Science was the subject taken up as an alternative to a Classical Language. Since July 1893 Science teachers have been appointed to the zila schools at Cawnpore and Moradabad, and to the aided school at Jhánsi. A Science class was at the same time formed without Government help at the secular Collegiate School, Agra; at St. John's Collegiate School, Agra; at Mufidi-am School, Agra; and at the Methodist Episcopalian School at Sháhjahánpur. There are thus 13 schools, Government or aided, in which Science is now being taught, besides the unaided school at Allahabad (the Kayasth Patshala), which makes altogether 14 schools.

91. Classes IV and II at all these, excepting the Kayasth Patshala, underwent a general written examination near the close of the year under report. Professor Murray of the Muir College was kind enough to set the questions; and Abhay Charan Sanyal, the Professor of Science at the Benares College, and Babu Gyanendra Nath Chakravarti, who is now Assistant Inspector of Schools, Allahabad Division, examined and valued them.

The results of this examination are shown in the accompanying table, with which I have also incorporated the results of the examination of class I, which was held by the University :—

Name of school.	Class I.			Class II.			Class IV.		
	Number of scholars on the rolls on 31st March 1894.	Number examined.	Number passed.	Number of scholars on the rolls on 31st March 1894.	Number examined.	Number passed.	Number of scholars on the rolls on 31st March 1894.	Number examined.	Number passed.
Collegiate School, Benares ...	19	19	10	13	13	7	...	...	...
Ditto Bareilly ...	12	12	8	11	10	9	4	3	3
Zila School, Allahabad	12	12	5	13	8	5	7	6	4
Ditto Cawnpore	...	...	...	25	23	14	18	16	16
Ditto Fyzabad	10	10	6	28	28	23	20	17	10
Ditto Moradabad	...	...	...	10	9	6	27	25	3
City High School, Jhánsi	...	...	...	9	9	9	17	16	16
Jubilee High School, Lucknow ...	18	18	13	13	11	8	13	12	9
Collegiate School, Meerut	5	5	2	10	10	9	20	19	1
Ditto Agra	...	...	...	22	22	16	...	...	...
St. John's College School, Agra ...	...	...	...	4	3	...	...	...	...
Mufidam School, Agra	...	...	...	...	...	...	12	11	8
A. M. E.-M. School, Sháhjahánpur ...	...	...	...	...	...	...	10	10	8
Total ...	76	76	44	158	146	106	148	135	78

Thus the enrolment in classes III, II, and I at the close of last year (for Science could not be commenced in class III until 1ts July 1894, when the annual promotions were made) amounted to 382, of whom 228 passed in the standards of their respective classes.

92. *Inspection of Science classes.*—In the year 1892-93 (the first year of the introduction of Science teachers), the inspection of the Science classes was very kindly

undertaken by Mr. Murray, Professor of Science, at the Muir Central College. During the year under report, they had no regular inspection. For the current session (1894-95), and as is anticipated for future years, an arrangement has been made by which Babu Gyanendra Nath Chakravarti (late Mathematical lecturer at the Muir Central College, and now Assistant Inspector of Schools, Allahabad) has been appointed Inspector of the Science classes for the province in the same way as Mr. Crosse has from the first been the Inspector of the Drawing classes. Much benefit is expected to result from the regular inspections that will now be made twice a year by Babu Gyanendra Nath, whose popularity and ability as a lecturer at the Muir Central College are already well-known, and who will no doubt throw the same zeal and intelligence into the school work that he did into college work. No one knows better than himself the wants and difficulties of his own countrymen; and it will be one of his functions to see not only that the teaching is given in a proper method, but that the scientific apparatus is repaired or provided whenever it is required.

93. *Manufacture of Science apparatus.*—When Science classes were first opened in July 1892, we had to rely upon such purchases as we could make from English shops in Bombay. We now rely to a large extent upon the Industrial school, Lucknow, where, under the guidance of the accomplished Headmaster Tara Prasanna Banerji), it has been found that scientific instruments, suitable for instructional purposes can be made with the help of local artisans. In February 1893 I obtained the sanction of Government to a proposal that a trial set of instruments should be made in connection with the Industrial school at Lucknow. The models supplied to the Headmaster for this purpose were (1) those which had been already procured from Bombay shops and, (2) a set of instruments that were subsequently procured from the Science Institute at Lahore, where such instruments have been manufactured for some years past. All patterns are drawn by one of the drawing masters in the Industrial staff. All brass work and all iron work are done by artisans specially selected from the city, and these men receive their orders and instructions from the Headmaster of the Industrial school. It has been necessary in the case of some instruments to procure certain *parts* from outside sources; but it is believed by the Headmaster that after a time it will be possible to make every part of every instrument on the spot, and that no dependence upon English shops will be necessary. In July 1893, in company with Professor Murray, I inspected these works, and we were much pleased with the quality of the apparatus made. The workmanship in some cases was better than that at the Lahore "Science Institute" (for nothing of this kind is attempted at the Lahore Industrial School); nor did we see any instance in which it appeared to be inferior A comparative list of the different articles was prepared showing the English prices (Bombay), the Lahore prices, and the Lucknow prices. The Lahore prices were very much lower than the English ones. The Lucknow prices were sometimes the same as those at Lahore, sometimes less, and sometimes more. On the whole, however, the Lucknow prices were the lower of the two, and this without any inferiority of workmanship or material.

Government Anglo-Vernacular Schools.

94. Having thus given the general results of the three public examinations (the Entrance, the School Final, and the Middle English), and described such progress as has been made in the alternative courses of Drawing and Science, it now remains for me to offer a few remarks regarding each class of school separately,—the Government Anglo-Vernacular schools, the Branch schools, the Aided Anglo-Vernacular schools, the Mission Anglo-Vernacular schools, and those unaided schools, missionary or secular, which have been placed on the recognised list.

95. In the year under report there were 38 Secondary Anglo-Vernacular schools maintained from Government funds against 37 in the year preceding. The following table gives particulars of the average attendance section-wise in the last two years:—

Year.	Government High Schools, average attendance.						Government Middle Schools, average attendance.				
	Number of School.	High Section.	Middle Section.	Upper Primary Section.	Lower Primary Section.	Total.	Number of Schools.	Middle Section.	Upper Primary Section.	Lower Primary Section.	Total.
1894	33	956	1,779	1,619	1,195	5,549	5	93	107	174	374
1893	33	957	1,761	1,690	1,112	5,520	4	56	78	118	252

The number of schools in the high grade has remained the same as before; but one more has been added to the list of Middle schools, namely Bilgram—a tahsil town in the Hardoi district inhabitated by many Muhammadan families of high

reputation and rank. Till April 1893 there was an aided Anglo-Vernacular school in this town, but on account of the uncertainty of the income and for other causes the inhabitants begged that the Government would take over the school, and the request was granted. The school has made a very good commencement in its new status by passing five out of eight candidates for the last Middle examination. The statistics of attendance in High schools are so nearly the same in each of the four sections that no comment is called for.

96. The expenditure on the above schools and the incidence of cost per scholar are shown for the last two years in the following table :—

Year.	Average monthly number on the rolls during the year.	Expenditure from			Total.	Cost to Government per scholar.
		Public funds.	Fees.	Other sources.		
		Rs.	Rs.	Rs.	Rs.	
1894	6,875	1,58,800	1,02,499	5,237	2,66,536	22·0
1893	7,213	1,63,085	97,018	5,040	2,65,143	23·7

The net expenditure from Government funds has decreased by Rs. 4,285, because there has been a rise of more than this amount in the fee collections; so that notwithstanding the addition of a new Middle school to the list, the net Government expenditure has been less than before, and the incidence of cost per scholar has fallen also.

97. The statistics of fee income and attendance in each circle are compared for the last two years in the following table :—

Circle.	State Anglo-Vernacular Secondary schools, 1893-94.			State Anglo-Vernacular Secondary schools, 1892-93.		
	Number of schools.	Average monthly number of scholars on the rolls.	Fee income.	Number of schools.	Average monthly number of scholars on the rolls.	Fee income.
						Rs
First	12	1,692	23,645	12	1,639	22,670
Second	12	1,856	22,917	11	1 712	21,160
Third	7	2,077	33,154	7	2,007	31,559
Fourth	7	1,588	22,783	7	1,517	21,629
Total ...	38	7,213	1,02,499	37	6,875	97,018

In the 3rd Circle (Benares and Allahabad) there are fewer schools in consequence of the preponderance of aided institutions; but owing to the large attendance at the Allahabad zila school, and to the still larger attendance at the Benares Collegiate school, the enrolment and fee collections exceed those of any other circle. In the 4th Circle (Rohilkhand) the large attendance at the Bareilly Collegiate school and at the Moradabad zila school makes up for the fewness of the schools In the 2nd Circle (Oudh) all the zila schools are small ones, excepting that at Fyzabad, which is larger than the rest, though not among the largest in the province.

98. The following abstract shows the distribution of Hindus and Muhammadans in the four sections of zila schools :—

	Lower Primary.	Upper Primary.	Middle.	High.	Total.
Hindus	1,325	1,576	1,706	928	5,535
Muhammadans	395	449	442	178	1,459

For the last four years the proportions have been very much alike. In each year the proportion of Muhammadans to Hindus in the middle section has been about 26 to 100, while in the high section it is only 18, from which it may be inferred that Hindus, after having finished the middle stage, are more eager than Muhammadans to carry their education further.

In the last Middle examination the passed candidates from Government, aided, and unaided schools were distributed according to creed and caste in the proportions shown below :—

Christians	...	...	33	Chatris	...	...	57
Muhammadans	...	...	299	Khattris	...	...	58
Brahmans	...	...	357	Baniyas	...	...	161
Kayasths	...	...	443	Other castes	...	...	86

In the last item of "other castes" the number of castes represented was 37. In the last census report, Brahmans are shown as amounting to 4,744,840, Muhammadans to 6,346,651, and Kayasths to only 514,327.

Notwithstanding the vast disparity of Kayasths as compared with Brahmans and Muhammadans, they are much more largely represented than either in the Anglo Vernacular schools.

99. *Second and fourth class examinations.*—For several years past in every circle, except the first (Agra, Meerut, and Bundelkhand), the Circle Inspector has been in the habit of holding a written examination of the fourth and second classes of Government and aided Anglo-Vernacular schools near the close of each annual session. Last year the same practice was introduced into the 1st Circle also. A board of examiners is appointed, and printed questions are circulated to test the work of the year. The examination of class II is conducted on precisely the same lines as those of the Entrance or School Final, and that of class IV on the same lines as those of the Middle English. It would be unnecessary to publish the results in this report. Such examinations are a great boon to the Headmasters themselves. For no student who fails to pass in this examination, can claim the right to promotion; and hence Headmasters are protected from the disagreeable pressure that parents are prone to inflict if their sons or nephews are refused promotion. Moreover, it is of great help to an Inspector to be able to compare the results of the oral examination held by himself *in situ* with those of the written examination held at selected centres.

100. *Examination of the Primary classes.*—It is not possible to hold a written examination circle-wise of the Primary classes at zila schools. For this we rely first on the oral examinations held *in situ* by the Circle Inspector, and, secondly, on the examinations held by the Headmaster himself at the close of the annual session. Especial care is taken to give a thorough examination of class V (the Upper Primary Standard) and of class VII (the Lower Primary Standard). An abstract of the results of the examination of these two classes is shown in the following comparative table :—

Circle.	1894.						1893.					
	Upper Primary examination.			Lower Primary examination.			Upper Primary examination.			Lower Primary examination.		
	Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.
First ...	246	183	74	253	201	79	258	164	64	261	197	75
Second ...	344	208	60	115	100	87	415	262	63	75	56	75
Third ...	244	176	72	189	159	84	277	207	75	189	155	82
Fourth ...	176	131	74	186	149	80	203	150	74	157	122	78
Total ...	1,010	697	69	743	609	82	1,153	783	68	682	530	78

The figures shown under the heading "passed" indicate the number of students who received promotion at the close of the annual session from classes VII and V at zila schools. The differences between the results of the two last years are too slight to need any comment. The number of students in the Lower Primary class is smaller than that in the Upper Primary, because some zila schools do not possess any such class as a Lower Primary; this and the classes below it being left to the branch schools.

101. *Physical exercises.*—These have been carried on with energy and success in all the circles; but if I were to quote from Inspector's reports all that they have writ-

ten about the annual tournaments in cricket, leaping, racing, throwing the cricket ball, &c., these extracts would fill several pages.

The help given by Government, according to which the Government consents to double any sum that is given by private subscriptions or by municipalities, has been highly conducive (as I mentioned in the report for 1892-93) to the encouragement of manly sports and pastimes.

"In the Cawnpore zila school," as Mr. Welby reports, "half-an-hour given twice a week in the gymnasium counts as an hour in school. Under the above rule nearly 200 pupils have during the past year been put through the first, second, and third courses of gymnastics as laid down in the book on physical education by Professor MacLaren of Oxford." As he afterwards explains, the word "gymnasium" means only an open space with parallel bars, horizontal bars, and rings. No funds exist for the construction of a regular gymnasium. Almost all public and large preparatory schools in England now possess a gymnasium building, and it would be a great boon to the zila schools of this province if something similar could be added to each of them. In all the zila schools of the 3rd Circle (excepting Mirzapur) the reports on physical training are favourable. The Ballia school was visited last year by His Honor the Lieutenant-Governor, who congratulated the Headmaster on the success of the school, and gave a present of Rs. 25 to the Headmaster as a contribution towards the cricket and foot-ball fund. The inter-school tournament was held in Christmas week. But the Mirzapur school was not able to compete.

Of the 1st Circle, Mr. Budden writes as follows:—"Judging from the reports of the Headmasters and the inspection reports, the interest in games and physical exercise has been well kept up. There was a tournament held at Aligarh on the 23rd and 24th February, open to the boys of all the Government and aided Anglo-Vernacular schools of the circle. An entrance fee of eight annas was charged to each competitor, and contributions were made by the Municipal committees towards providing prizes. The contributions amounted to little over Rs. 325, of which Rs. 259 were distributed in prizes. The events were:—100 yards' race, ¼ mile race, a mile race, hurdle race, long jump, high jump, pole jump, and throwing the cricket ball. There was also competition in gymnastic exercises. The lion's share of the prizes was taken by the boys of the Aligarh College, but the zila school of Aligarh did very well too, and prizes were also won by boys from Muzaffarnagar, Bulandshahr, Meerut, Saharanpur, St. John's College, Agra, Farukhabad, Mainpuri, Etáwah, and Háthras. There were no matches in this tournament in cricket or foot-ball."

Of the 2nd Circle, Mr. Crosse writes:—"During the year under report there has been steady progress all round. Foot-ball, which was a new game a couple of years ago to most of the schools, has now been taken up very keenly, and is in some places even more popular than cricket. Out of Lucknow and Fyzabad gymnastics do not flourish, chiefly because great difficulty is found in getting competent instructors. The Jubilee High School, Lucknow, has now for the first time a very fair set of apparatus, having a trapeze and rings, horizontal and parallel bars. Fyzabad is the only school which has a "horse." The inter-school tournament was held during Christmas week—probably the largest school tournament held in Northern India, as 17 different schools competed on the Victoria Park, Lucknow. The grounds were filled with immense crowds of spectators day after day, who showed the keenest interest in the games, cheering and shouting to their particular favourites. It lasted for five days. The sports consisted of gymnastics, foot-race, jumping, tug-of-war, throwing the cricket ball, putting the weight, cricket, and foot-ball." The champion belt was won by the Jubilee High School—the same school which came out best in drawing in the last Middle examination, besides doing well in the three public examinations, the Middle, the Entrance, and the School Final,—thereby furnishing a practical proof that physical and intellectual culture can easily be made to go hand in hand. The Balrampur school won the cricket challenge cup presented by Munshi Nawal Kishore C.I.E. A boy from the Bahraich school won the silver prize for the best score in cricket. The Jubilee High School stood second in the cricket. "The Christian Collegiate School, which gained the trophy last year, not liking a decision of the umpire, threw up the game with Balrampur—a most unsportsmanlike action, and not worthy of their last year's reputation." (Extract from Inspector's report.)

In the 4th Circle (Rohilkhand and Kumaun) the inter-school tournament was held at Bareilly on 12th February and following days under the superintendence of Mr. Nesbitt, the Principal of the Bareilly College. "The week was occupied in cricket, foot-ball, and athletics. The Bareilly team has for the last three years been so strong in *cricket* that none of the other teams cared to practise to try and win the Dodd Champion Belt, which was thus easily won for the third and last time by Bareilly. The Ramsay College showed great improvement, which, considering their limited play ground (in Almora), is creditable. Sháhjahánpur, which for two years held the second place, now holds the third. In *foot-ball* the Nesbitt Challenge Cup was for the second time won by the boys of the Ramsay College, who held their ground without losing a single goal. (Extract from Inspector's report.)

102. *Zila School Boarding-houses.*—The following table shows for the last two years the number of boarders attending the zila schools :—

Circle.	Average monthly number of boarders during 1893-94				Average monthly number of boarders during 1892-93.			
	Stipendiaries.	Self-supporters.	Total number of boarders.	Amount of boarding house fees	Stipendiaries.	Self-supporters.	Total number of boarders.	Amount of boarding house fees.
				Rs.				Rs.
First ...	39	295	334	1,795	21	281	302	1,649
Second ...	22	161	183	746	25	150	175	714
Third ...	14	199	213	1,069	16	186	202	916
Fourth ...	2	189	191	1,329	5	184	189	1,252
Total ...	77	844	921	4,939	67	801	868	4,531

The differences between the statistics of the last two years consists of an increase in the year under report of 10 stipendiary students, 43 self-supporting students, and Rs. 408 in boarding-house fees.

Of the 1st Circle, the Inspector writes :—"The boarding-house arrangements are not satisfactory at Bánda and Saháranpur, and are insufficient at Farukhabad. At Muttra and Etah I find the Superintendents live away from the boarding-house, which does not seem to me to be the right thing. The sanitary arrangements of Muttra and Bánda are reported to be bad." The new Inspector, Mr. Budden, has had no time at present to look into these matters. They will no doubt receive his attention when he goes round on his first inspection tour in the winter of 1894-95. The custom by which the Superintendent in two instances lives away from the boarding-house must certainly cease.

In the 2nd Circle (Oudh) every zila school has a boarding-house, but they are all of small dimensions, accommodating an average of 10 inmates each. The total number of boarders has increased by 8 since the close of the year 1892-93. In the 3rd Circle there are six boarding-houses, each of which contains an average of nearly 30 pupils. The Inspector in his last report has said nothing to show that they have been badly managed or that there has been any serious sickness.

Of the 4th Circle, the Inspector writes :—"At most of the schools the boarding-houses on the day of inspection were found in good repair and were internally clean and tidy. The management also, so far as could be ascertained, was efficient and satisfactory." "The Bareilly boarding-house," he adds, "is badly placed on a site, which is lower than the adjoining land, and much water accumulates in its vicinity in the rains. The need of drainage has been brought to the notice of the District Board."

103. *Code of punishments.*—This is the first year in which the code of punishments for zila schools, described in paragraph 84 of my report for 1892-93, has been on its trial. Its main provisions were described in the paragraph referred to. As regards its working, the following extracts and remarks are herewith offered :—

First Circle.—"Five of the Headmasters in their reports (*viz.*, from Farakhabad, Bulandshahr, Aligarh, Bánda, and Hamírpur) speak highly of the working of the code of offences and punishments, and ascribe the improvement in the average daily attendance, as well as in the working of the classes, to the rule requiring a minimum attendance of 75 per cent. of the working days. Two of the masters think that some of the other rules might be modified with advantage. It might, perhaps, be left to Inspectors of circles to sanction such modifications, if approved by them, after carefully considering the proposals of the individual Headmaster." (Extract from Inspector's report.)

Second Circle.—The Inspector sent me a separate report from each of the 11 zila schools of his circle. Each report is very favourable as to the working of the code. I will quote from one only :—"The code has been useful as regards attendance at the periodical examinations, as most of the boys being afraid of fines have been present, only boys who were ill having absented themselves. The fear of loss of promotion has a very good effect on the general attendance. One case of cheating occurred in the half-yearly examination, but on the boy being punished with the punishment provided for the offence, no other case occurred during the examination. The rule by which the power of corporal punishment is placed entirely in the hands of the Headmaster has practically ended the complaints that used to be made by boys and guardians. The Headmaster thinks that, as exemplary punishment has been provided for serious offences, a boy will be deterred, however insolent he may be by nature, from acting in a way likely to mar his future prospects. He reports that during the time in which the code has been in force no one has raised his voice against it."

Third Circle.—The Inspector writes:—"The code may be said to meet all the requirements of the zila schools: the fact that discipline has been maintained and that no cases requiring heavy punishment have occurred is the best proof of this." The Inspector, however, proposes a few changes, and is averse to the expression "severely flogged," which he thinks might lead to unnecessary ill-treatment. No instance has, however, occurred so far in the third circle, or in any other, as Headmasters are averse to flogging, when any other form of punishment is available.

Fourth Circle.—The Inspector writes:—"The new code of punishment is generally reported by Headmasters to be satisfactory. The Headmaster of Bareilly, however, disapproves of impositions. It is his experience that when boys have to do impositions at home, their lessons are not so well prepared the next day."

The general experience is therefore favourable, though a few modifications are suggested here and there. The question now arises whether the code should be introduced into aided Anglo-Vernacular schools. Before doing so, it would of course be necessary to give the managers every opportunity of examining and criticizing its details. But it will not fall within my time as Director to have this done.

The question of punishments was a puzzling and perplexing problem for many years past in this province. That other provinces have not yet solved the problem may be inferred from the fact that copies of the code in force in these provinces have occasionally been asked for from outside.

104. *The Branch Schools.*—These are called branches because they are attached to some large or main school, to which they act as feeders. They are maintained partly by municipalities, partly by public funds given in the form of grants-in-aid, and partly by what they can collect in the way of fees. Hence in point of income they are classed as aided schools, while in point of status they might be considered to be Government schools, because they are entirely managed by the Educational Department. Their function as departmental schools is to relieve the zila school of some, if not the whole, of the burden of teaching the Lower Primary classes. In this way a great saving of space as well as of teaching power is effected to the benefit of the zila school; and as these branches are scattered about in different parts of the town, they are more readily accessible to boys of a tender age. The following table shows the statistics of enrolment in the several classes for the last two years:—

Circle.		Number of branch schools.	Enrolment on 31st March 1893.					Examination of Class VII.	
			Class VII.	Class VIII.	Class IX.	Class X.	Total.	Presented.	Passed.
First	1893-94 ...	7	79	132	145	277	633	76	58
	1892-93 ...	7	33	151	120	244	548	32	24
Second	1893-94 ...	20	267	327	413	758	1,764	261	213
	1892-93 ...	20	246	279	322	697	1,544	243	176
Third	1893-94 ...	3	28	54	57	114	253	27	18
	1892-93 ...	3	17	62	51	100	230	17	15
Fourth	1893-94 ...	3	...	27	49	66	142	...	...
	1892-93 ...	4	...	43	65	70	178	...	...
Total	1893-94 ...	33	374	540	663	1,215	2,792	364	289
	1892-93 ...	34	296	535	558	1,111	2,500	292	215

In all the circles, except the fourth, there has been progress. In the 4th Circle one of the branch schools has disappeared from the list—a fact of which no explanation is given in the Inspector's report. In the 1st Circle a class VII has been for the first time formed in the two branches at Saháranpur, where none formerly existed. In the 3rd Circle something similar must have happened at one of the branches, since the number of students in class VII has risen from 17 to 28. In the 4th Circle there is no branch school that has a 7th class, and even in the 8th class the attendance has dwindled from 43 to 27. Every branch school ought to have a 7th class, since the Lower Primary standard is that up to which they are expected to work. In the 2nd Circle (Oudh) the branch schools system has been much more fully developed than elsewhere. There is no zila school in this circle without at least one branch, and the larger schools have two or three. The present Grant-in-Aid Code is distinctly favourable to schools of the primary grade; and the increased grants that schools of this class can now earn have enabled Inspectors to improve the tuitional staff. The result of this has been that a larger number of students have passed in the different standards, and that the zila schools will now have a better class of students sent to them.

The following table shows the different sources from which the expenditure on the branch schools has been met, and the amount contributed from each source :—

	Public funds.	Municipal funds.	Fees.	Total.
	Rs.	Rs.	Rs.	Rs.
First Circle	1,866	1,641	1,654	5,161
Second „	5,430	3,024	5,571	14,025
Third „	570	360	1,202	2,132
Fourth „	660	657	580	1,897
Total ...	8,526	5,682	9,007	23,215

On account of the increased grants earned, the expenditure from Government funds has risen by Rs. 3,232, but the income from fee receipts has at the same time risen by Rs. 1,057.

Aided Anglo-Vernacular Schools.

105. The aided Anglo-Vernacular schools are graded section-wise in the same way as Government zila schools are. The following table gives the statistics of the last two years in the usual fo m :—

Year.	Number of Aided Secondary Anglo-Vernacular Schools.	Number of scholars on the rolls on 31st March.				
		High section.	Middle section.	Upper Primary section.	Lower Primary section.	Total.
1894	76	1,101	2,567	2,595	6,435	12,698
1893	76	987	2,511	2,540	6,071	12,009

There has thus been no change in the number of schools during the last two years, but there has been some increase of attendance in every section—High, Middle, Upper Primary, and Lower Primary. Of these 76 aided schools, 33 have a high section and the remaining 43 do not go beyond the middle standard. The fourth and second classes of these schools undergo the same circle examination by means of printed question papers as the same classes at Government zila schools do. Aided schools are also admitted without distinction to the annual inter-school tournaments, and are invited to compete for the same prizes.

106. The expenditure on State and aided Anglo-Vernacular schools respectively is shown for purposes of comparison in the following form:—

Class of schools.	Number of schools.	Number of scholars on 31st March 1894.	Expenditure during the year 1893-94.							Incidence of expenditure per scholar.	
			Absolute amount.				Proportions.				
			Public funds.	Fees.	Other sources.	Total.	Public funds	Fees.	Other sources	Public funds.	Total expenditure.
State ...	38	7,351	1,58,800	1,02,499	5,237	2,66,536	60	38	2	21·6	36·3
Aided ...	76	12,698	1,39,901	99,874	81,558	3,21,333	44	31	25	11·0	25 3

As I explained in the report for 1892-93, there might be some value in the comparison if we could compare the cost per pupil *section-wise*; that is, according to the four sections shown in the previous paragraph. This, however, we cannot do. In aided schools the bulk of the attendance is in the lower primary section, whereas in Government schools the attendance in the lower primary sections is very much smaller than that in the middle section, and not much larger than that in the high. I need not dwell on the fact that it costs five or ten times as much to educate a boy for Matriculation or for the School Final examination as it does for the Lower Primary standard of class VII. Yet when the incidence of cost per scholar is compared, we find that in State schools the cost is only Rs. 11 higher per annum than in aided ones.

107. *Mission Aided Schools.*—Among the aided Anglo-Vernacular schools, those maintained by the several missionary bodies in this province are of considerable importance. I have therefore thought proper in this place to insert a new tabular statement showing precisely the number of such schools, the different grades up to which they teach, the expenditure from various sources by which they are maintained, and

the results of the last public examinations. These particulars are summed up in the following table :—

Number of schools.	Number of scholars on the rolls on 31st March 1894.	Expenditure.					Results of examination.					
							Entrance Examination			English Middle Examination.		
		Government grant.	Municipal grant.	Fees.	Other sources.	Total.	Number of candidates.	Number passed.	Percentage of passes.	Number of candidates.	Number passed.	Percentage of passes.
High.		Rs.	Rs.	Rs.	Rs.	Rs.						
19	3,961	44,115	2,553	34,600	39,164	1,20,432	236	94	40	368	186	51
Middle.												
14	1,717	9,440	786	8,152	9,957	28,335	...	...	...	112	49	44
Primary.												
4	270	1,440	...	735	1,426	3,601	...	...	...	...	...	...
37	5,948	54,995	3,339	43,487	50,547	1,52,368	236	94	40	480	235	49

Thus out of the 76 aided schools shown above in paragraph 106, thirty-seven are under missionary bodies, and 39, or a little more than half, are secular. Among the High schools, missionary, a conspicuous place is taken by the American Presbyterian Mission schools at Saháranpur, Farukhabad, and Allahabad; the Church Mission schools at Agra, Meerut, Gorakhpur, and Lucknow; the S. P. G. Mission school at Cawnpore; and the London Mission High schools at Mirzapur, Almora, and Benares. In the Mission schools the cost per pupil comes to nearly Rs. 26, while the cost per pupil, taking all the aided schools together, is Rs. 25 per scholar. The difference is so slight as to be not worth noticing.

Recognized Un ided Schools.

108. One more class of school remains—the "Recognised" unaided schools—about which no separate mention has been made in previous annual reports. The following table gives the names of such schools and the number of students passed by each of them in the public examinations in the year under report :—

Serial No.	Name of school.	Entrance Examination.			Middle Examination.		
		Presented.	Passed.	Percentage.	Presented.	Passed.	Percentage.
	High.						
1	Training School, Dehra Dún	2	1	50	...	...	...
2	Husainabad High School, Lucknow	4	1	25	19	5	26
3	Colvin Talúkdár's School „	2	2	100	1	1	100
4	Madrasa Alia Islamia „	5	2	40	23	2	9
5	Kayasth Patshala, Allahabad	17	9	53	34	23	68
	Total ...	30	15	50	77	31	40
	Middle.						
6	American Mission School, Muttra	...	...	...	3	2	67
7	Church Mission Middle School, Ghaziabad...	...	...	...	9	2	22
8	Anglo-Vernacular Middle School, Debai.....	...	...	...	7	3	43
9	Middle School Aminabad, Lucknow ...	...	...	..	4	2	50
10	Forbes' School, Fyzabad	...	...	...	18	...	...
11	Ikauna School, Bahraich	...	...	...	2	2	100
12	Town Middle School, Ballia	...	...	...	20	1	5
13	Hanuman Seminary, Benares	...	...	...	9	1	11
14	Gurnarain's Khattri School, Cawnpore ...	...	...	...	9	9	100
15	Middle School, Sambhal, district Moradabad ...	...	...	...	5	2	40
16	Private School, Tilhar, district Shahjahanpur ...	...	...	...	3	...	...
	Total ...	...	...	...	89	24	27
	GRAND TOTAL ...	30	15	50	166	55	33

The word "recognised" has need to be explained. It denotes those unaided schools which are considered fit by Circle Inspectors to send up candidates for either of the two public examinations; and a school is considered fit if it maintains a staff of competent teachers, and appears to be of a permanent nature. These schools send annual statistics of attendance and expenditure to the Inspector's office. They value the privilege of being "recognised," because (1) in that case the students are admitted to the Middle examination on the same fee as that paid by candidates from Government and aided schools, and not on the high fee charged to "private" candidates; and (2) the name of the school is published in the list of results of both examinations. Among the unaided schools of the province, by far the highest place is taken by the Kayasth Patshala, Allahabad. This school was handsomely endowed by the late Kali Prasad, who while he was alive was a distinguished pleader in Lucknow. He left a great deal of his accumulated wealth to the endowing of this school for the benefit of boys of his own caste. The school teaches Science and drawing as well as the ordinary subjects of the zila school curriculum. The drawing-master employed is a Bombay man of considerable ability, and the school is handsomely equipped with scientific apparatus. It has from the first been under the able Headmastership of Lala Oudh Behari Lal.

SECTION V.—VERNACULAR SCHOOLS FOR BOYS.

109. Vernacular schools are of two grades, Middle or Town schools, and Primary or Village schools. The highest grade is called by the name of "middle," because the public examination by which the work of the year is tested is somewhat similar (barring the very important difference of language) to that of the Middle English. To every such Middle school, as to every Secondary English one, primary classes are attached, and in the case of the schools under report, these primary classes contain about four-fifths of the total attendance. Some of these schools in fact are not town schools in the proper sense of the term, but merely primary or village schools, to which middle sections have been added—a tendency which has been far from beneficial to the lower classes, and has been much discouraged by the department of late years. In the year under report nine of these middle sections were dispensed with; but there are still 46 left, and 21 of these are in the Benares division.

Section 1.—*Middle Schools: the Middle Vernacular examination.*

110. The Middle Vernacular examination is, as I have just mentioned, the public test by which the efficiency or otherwise of town schools proper must be judged. In the last, as in the previous year, it was held near the end of December This is the second occasion on which this examination has been held in the month named. It used to be held each year in April, the same month as that of the Middle English. But it was found inconvenient to hold two such elaborate examinations in immediate succession; and December fits in better with the date of the annual centre examinations of the primary classes, some of which are held in December, and the rest in the two following months.

111. The results of the Middle Vernacular examination for the last two years are compared in the following table:—

Class of school.	1894.						1893.					
	Number of candidates.	Passed in Division—			Total.	Percentage of passes	Number of candidates.	Passed in Division—			Total.	Percentage of passes.
		I	II	III				I	II	III		
State ...	2,393	380	875	266	1,521	64	2,166	402	821	155	1,378	64
Aided ...	143	7	33	17	57	40	135	13	40	6	59	44
Unaided ...	1,223	33	131	92	256	21	1,112	44	139	60	243	22
Total ...	3,759	420	1,039	375	1,834	49	3,413	459	1,000	221	1,680	49

The differences between the last two years are very slight, and the percentage of pass men (which indicates the total result for the province) is identical for both years. In the State schools, although the number of competing schools was less by 10, the number of candidates increased by 346. But the number who passed in the 1st division is not quite so high. In aided schools there is scarcely any difference between either the number of candidates or the number of pass men. The phrase "Unaided schools" includes private candidates, who come from no school at all, as well as those students who attended unaided ones. Probably the bulk of the candidates are of the former description. The examination was carried out under precisely the same rules

as in previous years. The Registrar of the examination (Mr. Wright) reports as follows:—"The examiners have all done their work to my satisfaction, and no complaints of any kind have reached this office. There were 10 cases of expulsion for using unfair means at the examination as against 7 in the previous year." In the Middle Vernacular, as in the Middle English examination, we have to wage a perpetual warfare against fraud.

112. The scheme of examination that has been in force for many years past consists of four main subjects—Language, Elementary Mathematics, History and Geography, and Science—in each of which two papers are given. The percentage of success in each of these four subjects is shown, as usual, for the last two years in the form given below:—

Class of schools.	1894.				1893.			
	Language.	Mathematics.	History and Geography.	Science.	Language.	Mathematics.	History and Geography.	Science.
State ...	90	77	87	88	89	76	84	94
Aided ..	81	55	75	85	80	67	56	87
Unaided ...	71	35	55	52	75	38	45	63

The differences between the two years are very slight, and the results of both years are very similar to those which came out in 1892. In all classes of candidates the largest number of failures occurs in the subject of Mathematics. In the "Language" test not much difficulty is felt, since most of the candidates are examined in their mother-tongue (Urdu or Hindi) and none are compelled to take up Persian. "History and Geography" are prepared without much difficulty from the text-books in force. "Science" is prepared in the same kind of way—a matter of book-learning without experiments or apparatus. But "Mathematics," in which one paper is on Arithmetic and the other on Euclid and Mensuration, supplies a more searching test; for Euclid, even if much of it is committed to memory, demands at least a high degree of accuracy, and Arithmetic and Mensuration are entirely beyond the range of rote-learning. In the subject of Mathematics the aided schools pass 55 per cent. and the unaided ones only 35. It is creditable to the State schools that in this subject they have been able to pass so many as 77 per cent. out of all the candidates examined.

113. As I explained in paragraph 104 of the last annual report, the scheme of the Vernacular Middle examination was revised in the spring of 1893, though it will not be possible to hold the first public examination on the new conditions until December 1894, and not even then to a large extent. In the three first subjects—Language, Mathematics, History and Geography—the course remains unchanged, except that Persian is now excluded, and the Language course is entirely restricted to the two vernaculars of the province—Urdu and Hindi. These three subjects are compulsory. The student is then allowed to choose between any two of the following alternative subjects—Physical Geography with Sanitation, Elementary Physical Science, Geometrical Drawing, and Agriculture. A text-book on Agriculture is not yet ready. But the subject has been under correspondence between myself and the Department of Agriculture; and I am glad to be able to report that the book is being prepared and may be expected in a few months,—the English version for the Agricultural school at Cawnpore, and the Vernacular version for the Middle Vernacular schools of the province. It remains to be seen whether students will evince any desire to learn Geometrical drawing and to bear the cost of compasses, parallel rulers, and any other apparatus that may be required for this purpose; but it may at least be said that men are now being trained to teach the subject at each of the Circle Normal schools, and that a suitable text-book has been prepared and published at moderate cost in both forms of the Vernacular. As regards Physical Science, it is questionable how far this subject can be profitably taught in our Vernacular schools, because it is still a matter of doubt as to whether the District Boards will be able to provide the necessary apparatus. Hitherto the text-book on Science has been the chief ingredient in the fourth subject of the curriculum, which in the preceding paragraph I described as "a matter of book learning without experiments and apparatus." The subject, however, is being properly taught in the Normal schools; each Normal school is well supplied with apparatus; and an Urdu translation of Stewart's Primer in Physics has lately been made the text-book.

I have recently submitted to Government a suggestion that Roman Hindustani might be added as an alternative subject to the four already named. But no orders have yet been received.

114. The percentages of pass men from State, aided, and unaided schools respectively are shown below in the usual form. The changes from year to year, within the last five years, have been remarkably uniform :—

Class of schools.	Percentage in 1890.	Percentage in 1891.	Percentage in 1892.	Percentage in 1893.	Percentage in 1894.	Average of 5 years.
State	56	64	60	61	64	62
Aided	33	41	32	44	40	38
Unaided	18	21	19	22	21	20

115. The following table compares for the last two years the number of candidates who took up Urdu and Hindi respectively :—

Total candidates.	Took up Urdu.			Took up Hindi.		
	Candidates.	Passed.	Percentage.	Candidates.	Passed.	Percentage.
December, 1892 ... 3,413 ...	2,689	1,254	47	724	426	59
„ 1893 ... 3,759 ...	2,967	1,428	48	792	406	51

The preference for Urdu to Hindi (owing to its being the language used in public offices) is as marked as ever, and will no doubt continue to be so as long as the cause of this circumstance remains. In both years, however, and more especially in the year 1892, the number of Hindi pass men was proportionately larger than that of the Urdu passmen—a fact which may be ascribed, not to greater leniency on the part of the Hindi examiners, but to the greater difficulty of the Urdu language, which, as compared with Hindi, has a wider and more receptive vocabulary. If Roman Hindustani should ever come into general use, and become the language of the courts, the vexed question as to the rival claims of the two forms of the vernacular would require no solving.

116. As regards the castes of the successful candidates, the statistics show that the castes chiefly represented are Kayasths, Brahmans, Banias, and Chattris. Kayasths head the list with 496 candidates; then come Brahmans with 378; Banias with 148; and Chattris with 126. None of the other Hindu castes muster even so many as 50. The number of Muhammadan candidates was 465.

117. As regards the occupations of the parents, it may be noted that the parents of 882 candidates are engaged in service, 378 are shown as zamíndárs or landlords, 284 as agriculturists (which I presume means tenant-farmers), 148 as shop-keepers and traders, 39 as priests, and 35 as bankers and money-lenders: only six are shown as contractors—a class of men to whom Geometrical drawing would, it is presumed, be of great utility if it were taught in our schools. The fact that "service" is so very largely represented—being very nearly equal to the other five professions all put together—shows clearly enough what is the main object that students have in view in working for this examination.

118. The expenditure on the State schools of the Middle Vernacular grade for the last two years is shown in the following table :—

Year.	Number of schools.	Average number on the rolls monthly during the year.	Expenditure.				Incidence of expenditure per scholar.
			Public funds.	Fees.	Other sources.	Total.	
			Rs.	Rs.	Rs.	Rs.	
1893-94	305	29,507	1,49,628	42,790	407	1,92,825	6·5
1892-93	315	27,729	1,46,969	39,658	621	1,87,248	6·8

The cost per pupil has been almost identical for the last two years. It was a little smaller, however, in the past than in the previous year, and this notwithstanding the fact that there has been a total increase of expenditure, amounting to Rs. 5,577, which can be accounted for by the fact that the average number of students on the roll rose by 1,778. Towards the additional cost (amounting to Rs. 5,577) the sum of Rs. 2,659 was contributed from public funds and Rs. 3,132 from increased fee

collections, while there was a slight falling off in the income from other sources. The causes of the increased expenditure on town schools proper were the appointment of some additional teachers and an improvement in the pay of others.

119. *Middle Vernacular Schools, Circle-wise.*—What has been written thus far relates to the province as a whole. It now remains to furnish a few particulars for each circle and division separately, showing the number of schools, the number of scholars enrolled, the amount of fee income, and the tuitional results in the Middle, Upper Primary, and Lower Primary sections respectively.

120. The number of State schools belonging to the grade under report, together with the number of students enrolled and the amount of fees realized, is shown for the last two years in the following table :—

Circle.	Division.	Number of schools.		Number of scholars on the rolls on 31st March.		Fee income.	
		1894.	1893.	1894.	1893.	1894.	1893.
						Rs.	Rs.
First ...	Meerut	48	48	4,849	4,402	9,023	8,125
	Agra	36	37	4,138	4,092	6,418	5,617
	Bundelkhand	29	31	2,515	2,515	2,239	2 017
	Total ...	113	116	11,502	11,009	17,680	15,759
Second ...	Western Oudh	35	37	3,783	3,629	6,094	5,835
	Eastern „	19	18	2,184	1,922	3,468	3,030
	Total ...	54	55	5,967	5,551	9,562	8,865
Third ...	Allahabad	41	41	3,594	3,267	4,111	4,831
	Benares	52	58	4,702	4,602	3,447	3,088
	Total ...	93	99	8,296	7,869	7,558	7,919
Fourth ...	Rohilkhand	41	41	4,786	4,572	7,832	6,953
	Kumaun...	4	4	195	170	158	162
	Total ...	45	45	4,981	4,742	7,990	7,115
	GRAND TOTAL ...	305	315	30,746	29,171	42,790	39,658

It will be seen from the above that the number of schools has, as already stated, decreased by 10; and that this decrease has been accompanied by a rise of 1,575 students in enrolment and by a rise of Rs. 3,132 in fee collections.

In the Agra Division one school that had long been inefficient was reduced to the status of a village school. In Bundelkhand, as the Inspector reports, the two schools which have disappeared from the list "were not proper town schools, but Halkabandi schools with Middle classes attached to them, and these classes have been abolished. There are still 3 such Halkabandi Middle Schools in the Bundelkhand Division and 9 in the Meerut Division; but they are reported as inefficient, as the staff for a Primary school cannot be expected to do the work of a Middle one. It certainly seems desirable that such schools should be reduced to their proper standard."

In the Western (or Lucknow) Division of Oudh two schools have dropped out of the list: *viz.*, (1) the Paintepur Town School, which was closed against the opinion of the Inspector, and which needed nothing more than a change of Headmaster to make it as efficient as it had been in former years; and (2) the Bilgram School, which was changed into an Anglo-Vernacular school teaching up to the Middle English standard. In the Eastern (or Fyzabad) Division of Oudh a new Vernacular Town School was opened at Behta in the Rae Bareli district, and I am glad to say that this new school was started on a sound footing from the first. A proper school house was built and a suitable staff provided. It was not an example of a Middle section tacked on to a village school in a small building, and without a sufficient addition to the staff.

In the Benares Division 6 schools have dropped out of the list. The number of Town schools proper was 31; but in addition to these there were 21 Middle Halkabandi schools preparing candidates for the Middle examination. In the year preceding that under report the number of such schools was 27; but 6 of these Middle classes have

since been closed. Regarding these, the Assistant Inspector reiterates what has been said by other officers :—"The generality of these schools are not at all successful, and in my opinion they should all be reduced to their legitimate status of Primary schools."

These are the only changes that have taken place in the number of State Middle schools. In the Meerut, Allahabad, Rohilkhand, and Kumaun Divisions the number has remained unchanged.

121. As regards the tuitional results obtained in each circle, it will be most convenient to give three separate statements, of which the first will shew the number who passed division-wise in the public Middle examination, the second the enrolment in the Middle, Upper Primary, and Lower Primary sections respectively, and the third the number who passed in the Upper Primary and Lower Primary standards respectively.

122. The first of these statements is given below. It compares the number of passmen division-wise for the last two years :—

Circle.	Division.	1894.						1893.					
		Number of candidates.	Passed in Division— I	II	III	Total.	Percentage of passes.	Number of candidates.	Passed in Division— I	II	III	Total.	Percentage of passes.
First	Meerut	388	77	154	29	260	67	372	43	123	44	210	56
	Agra	329	36	128	40	204	62	325	50	162	28	240	74
	Bundelkhand	108	18	40	11	69	64	98	16	42	7	65	66
	Total	825	131	322	80	533	65	795	109	327	79	515	65
Second	Western Oudh	329	35	107	36	178	54	279	32	88	20	140	50
	Eastern "	191	12	57	31	100	52	150	13	45	14	72	48
	Total	520	47	164	67	278	53	429	45	133	34	212	49
Third	Allahabad	316	47	129	44	220	70	297	88	110	29	236	79
	Benares	372	45	145	54	244	66	323	63	136	7	206	64
	Total	688	92	274	98	464	67	620	151	255	36	442	71
Fourth	Rohilkhand	332	110	105	16	231	70	299	96	95	4	195	65
	Kumaun	28	...	10	5	15	54	23	1	11	2	14	61
	Total	360	110	115	21	246	68	322	97	106	6	209	65
	GRAND TOTAL	2,393	380	875	266	1,521	64	2,166	402	821	155	1,378	64

First Circle.—In this circle the Meerut Division, which is under Pandit Gaindan Lal, the Assistant Inspector, heads the list, not only in the number of successful candidates, but in the proportion that passed in division I. Pandit Gaindan Lal was originally Headmaster of the Meerut zila school. On his appointment to the post of Assistant Inspector, his services were still retained for the Meerut Division, and he has never served in that capacity in any other. I saw a large number of his schools in the last camping season, and was very favourably impressed with his manner of examining, and with the good influence that he has had on education generally. In the Agra Division the results have been satisfactory. Thirty-six schools sent up 329 candidates, or nearly 10 candidates each, and 204 of these came out successful. In the year under report this division came into the hands of Munshi Piyare Lal, who had previously been Assistant Inspector of Bundelkhand. I spent a good deal of time last cold season in the Agra Division also, and I feel no doubt from what I saw that his control will be beneficial. In the Bundelkhand Division, which for a considerable portion of the year was under Pandit Ram Lal Dube, who officiated as Assistant Inspector, the schools are fewer and smaller. Here, too, the results are satisfactory.

Second Circle.—The results in both divisions are nearly equal to each other. The combined percentage is 53, which, though by no means low, is not so high as that obtained in other circles. The same thing occurred in the previous year also. I noticed in the tour that I took through the Rohilkhand, Meerut, and Agra Divisions, after having passed through many of the Oudh districts, that the tuitional staff in the

Town schools of Oudh is, as a rule, not so complete as what has been provided for those of the divisions named. In most of the Oudh schools the teaching staff consists of four men; in some it consists of five; and as there are seven classes to a Town school, or eight if we count the two sections of the lowest class separately, the difficulty of keeping all these classes at work with such a small tuitional staff can be easily understood. At the same time the towns as a rule are small, and the classes are small in proportion; and hence if the staff were increased to a larger scale, it would bring up the cost per pupil above the normal rate. In most of the schools that I saw in the Rohilkhand, Meerut, and Agra Divisions there was generally one teacher to each class,; and if both forms of the Vernacular were taught, a separate "Language-teacher" for Urdu or Hindi was provided. This very useful reform was carried out by the late Director of Public Instruction a year or two before he left India, and a marked improvement in the tuitional results has been effected. Now there is no instance in which a separate "Language teacher" has been appointed to any of the schools in Oudh, although I believe there is no school in that circle in which both forms of the Vernacular are not taught more or less. Since both languages are taught by the ordinary tuitional staff, it is not surprising that the number of failures under the head of "Language" should be larger in the Oudh schools than in the other divisions. It should be added, however, that some of the schools in these districts have taken high places in the 1st division list. The two boys, who headed the list of successful candidates from the united provinces were from the Mohan school in the Unao district. In the Eastern division of Oudh, some schools in the Sultánpur, Partábgarh, and Bahraich districts did exceptionally well.

Third Circle.—Both divisions have done well, Allahabad securing 70 passes per cent. and Benares 66. The percentage in the Allahabad Division is not so high as in the previous year; but, as Mr. Welby remarks, "the result attained is quite high enough." In the Benares Division 21 out of the 52 competing schools are village schools, to which Middle sections have been tacked on. In the year previous the number of such village Middle schools was 27; but six of them were cut down to their proper status in the year under report. The expediency of such action may be seen from the fact that the number of students competing for the last examination increased by 49.

Fourth Circle.—This circle included the Rohilkhand and Kumaun Divisions. The former took the lead in the province in the last examination. Out of 332 candidates sent up, 110 (or nearly one-third) were placed in the 1st division, and about the same number in the second, a few only being reserved for the third. Out of the 60 scholarships allotted to the 60 students who stood first, no less than 25 (or nearly half) were gained by the Rohilkhand Division alone. For the last three years this division has been under Sheikh Ebad Ullah, the Assistant Inspector, who has certainly proved himself well worthy of the responsible position that he holds. The Town schools of Kumaun sent up 28 candidates, of whom 10 came out in division II and 5 in division III. There are only four such schools in Kumaun—one at Almora, two in the Garhwál district, and one in the Naini Tal district. The school last named is the only one that has the full complement of three sections—the Middle, the Upper Primary, and the Lower Primary; whereas the two schools in Garhwál have the Middle and Upper Primary sections only, and the one at Almora has the Middle section only. They are thus dependent on village schools for such recruits as they can get.

123. The statement given below shows the enrolment section-wise at the State schools of the Middle grade for the last two years. As I explained before, these Middle schools are largely—in fact chiefly—attended by the students in the Primary grade of instruction, classes III and IV being in the Upper Primary, and classes V, VI, and VII in the Lower :—

Circle.	Division.	1894.			1893.		
		Middle section.	Upper Primary section.	Lower Primary section.	Middle section.	Upper Primary section.	Lower Primary section.
First	Meerut	963	1,052	2,834	868	954	2,580
	Agra	561	936	2,641	623	823	2,646
	Bundelkhand ...	271	443	1,801	271	424	1,820
	Total ...	1,795	2,431	7,276	1,762	2,201	70,46
Second	Western Oudh	676	776	2,331	690	743	2,196
	Eastern „	455	436	1,293	365	483	1,074
	Total ...	1,131	1,212	3,624	1,055	1,226	3,270
Third	Allahabad	928	594	2,072	799	597	1,871
	Benares	1,021	857	2,824	1,059	824	2,719
	Total ...	1,949	1,451	4,896	1,858	1,421	4,590
Fourth	Rohilkhand	1,007	1,122	2,057	913	1,046	2,613
	Kumaun	59	60	76	43	56	71
	Total ...	1,066	1,182	2,733	956	1,102	2,684
	GRAND TOTAL ...	5,941	6,276	18,529	5,631	5,950	17,590

It will thus be seen that in the year under report the number of students in the Middle section, that is, in preparation for the Middle examination was a little below one-fifth of the total; that in the Upper Primary section a little above one-fifth; and that in the Lower Primary section about three-fifths. The proportions were much the same in the previous year; and on comparing these with the figures of past years, I find that the ratios from year to year have varied very slightly.

124. The Primary sections at Middle schools are examined annually at certain selected centres. The standard of instruction is the same in all respects as that at Village schools, and the two are often examined together in the same grove. The statement given below shows the number who passed in class V (Lower Primary) and in class III (Upper Primary). It should be understood, however, that *all* the classes in the Primary sections are examined on this occasion; and not merely those shown in the following return. The results of the examination of classes IV, VI, and the upper section of class VII are not given, simply for want of space :—

Circle.	Division.	Year.	Number of town schools.	Lower Primary.				Upper Primary.			
				Enrolled.	Examined.	Passed.	Percentage of passes.	Enrolled.	Examined.	Passed.	Percentage of passes.
First	Meerut	1893-94...	39	460	454	412	91	353	349	267	77
		1892-93...	39	415	414	350	85	330	310	232	75
	Agra	1893-94...	36	512	520	457	88	337	312	171	55
		1892-93 ..	38	433	399	355	89	314	302	215	71
	Bundelkhand ...	1893 94...	26	264	248	181	73	143	140	87	62
		1892-93...	26	216	198	157	79	151	147	103	70
	Total ...	1893-94 ..	101	1,236	1,222	1,050	86	839	801	525	66
		1892-93...	103	1,063	1,011	862	85	795	759	550	72
Second	Western Oudh ...	1893-94 ..	35	464	471	389	83	283	296	214	72
		1892-93 ..	38	420	417	343	82	283	291	217	75
	Eastern „	1893-94 ..	19	195	199	168	84	188	186	144	77
		1892-93 ..	18	255	243	227	93	143	139	107	77
	Total ...	1893-94...	54	659	670	557	83	471	482	358	74
		1892-93...	56	675	660	570	86	426	430	324	75
Third	Allahabad ...	1893-94...	35	283	272	262	96	232	222	203	91
		1892-93...	35	237	229	205	90	254	226	193	85
	Benares ...	1893-94...	31	263	257	222	86	260	263	189	72
		1892-93...	32	239	244	212	87	212	222	193	87
	Total ...	1893-94...	66	546	529	484	91	492	485	392	81
		1892-93...	67	476	473	417	88	466	448	386	86
Fourth	Rohilkhand ...	1893-94 ..	34	604	547	488	89	418	364	329	90
		1892-93...	33	481	462	417	90	332	345	258	75
	Kumaun ..	1893 94 ..	4	10	7	6	86	48	49	44	90
		1892-93...	4	13	12	10	83	18	26	10	38
	Total ...	1893-94...	38	614	554	494	89	466	413	373	90
		1892-93...	37	494	474	427	90	350	371	268	72
	GRAND TOTAL ...	1893-94...	259	3,055	2,975	2,585	87	2,262	2,181	1,648	76
		1892-93...	263	2,708	2,618	2,276	87	2,037	2,008	1,528	76

The only appreciable difference between the results of the two years occurs in the Agra Division, where the percentage of passmen in the Upper Primary section falls from 71 to 55. Commenting on this, the Inspector, Mr. Budden, writes as follows :— "In the Agra Division the 3rd and 4th classes have not done so well as last year. The Upper Primary classes of the Middle schools likewise did badly, passing only 55 per cent. The new Assistant Inspector, Munshi Piyare Lal, has evidently introduced a

more thorough mode of examining than was in vogue before, especially in Mathematics, and this has told against the boys."

125. *Boarding-houses.*—The number of boarders attending the Town schools from villages is shown in the following statement, in which the statistics for the last two years are compared in the usual form :—

Circle.	Division.	Number of boarders.					
		Receiving stipends.		Self-supporting.		Total.	
		1894.	1893.	1894.	1893.	1894.	1893.
First ...	Meerut ...	36	40	185	173	221	213
	Agra ...	47	44	37	42	84	86
	Bundelkhand ...	32	19	57	32	89	51
	Total ...	115	103	279	247	394	350
Second ..	Western Oudh ...	23	26	48	52	71	78
	Eastern „ ..	28	24	57	42	85	66
	Total ...	51	50	105	94	156	144
Third ...	Allahabad ..	118	91	176	171	294	262
	Benares ...	151	146	336	348	487	494
	Total ...	269	237	512	519	781	756
Fourth...	Rohilkhand ...	68	56	121	97	189	153
	Kumaun ...	...	...	85	71	85	71
	Total ...	68	56	206	168	274	224
	GRAND TOTAL ...	503	446	1,102	1,028	1,605	1,474

There are two purposes for which village students leave their homes and villages and go to Town schools as boarders. One is that after having passed the highest standard at a village school, namely, the standard of class III, they may be able to place themselves in preparation for the Middle examination. The other is because many village schools do not teach up to the highest village standard, and are unable to go beyond the standard of class IV. In such a case the village student leaves his home and goes to a Town school in order to study for the Upper Primary certificate, and thereby render himself eligible to compete for a village scholarship; after which, if his ambition is still unsated, he may commence to work for the Middle examination.

126. The number of boarders shows no sign of rapid increase, which may be partly owing to the fact that the accommodation provided for the reception of boys from villages is at present very scanty and often far from suitable. In the year 1893 the total number of boarders was 1,474; in 1894 it rose to 1,605; and in this increase 74 were self-supporters—that is, not maintained by scholarships. The number of boarders in the 3rd Circle is nearly half the number of boarders in all the other circles put together. In the Benares Division it is larger than in any other, surpassing Allahabad (which is the second largest) by 193, Meerut by 266, the combined divisions of Oudh by 331, and the Rohilkhand Division by 298. The Assistant Inspector, however, does not draw a brilliant picture of the boarding-house buildings in the Benares Division :— "Some of the boarding-houses," he says, "are simply nominal, and the generality of the buildings are unsuitable. * * * * * * The boarding-houses of Gorakhpur are generally thatched sheds for cooking purposes, and the boarders sleep in the school verandahs * * * * * * In the district of Basti the departmental rules are enforced to a certain extent." In the Benares district itself he reports improvement and speaks of one new boarding house (at Chandaulli) having been completed by the District Board, and another (at Chaubepur) as having been commenced. As regards

those of Ghâzipur, he quotes and apparently endorses the following extract from the Deputy Inspector's report:—"They are all nearly show things, the accommodation poor, ill ventilated, and often filthy. No furniture, no servant, no paid Superintendent."

127. *Physical exercises.*—The Inspector, 1st Circle, makes the following remarks on this point:—"Physical training has been attended to throughout the circle, and in many districts with encouraging results. Tournaments were organized and held at some of the sadar stations, and seem to have gone off well. I hope to be able to emphasize this part of the training of the teachers in the Normal school this year, and trust it may result in giving an impetus to sports and athletics in the schools to which the teachers go." In the last camping season I witnessed myself a great deal of the athletic sports in the Meerut Division, and, as far as my tour extended, in the Agra Division also. Great interest has been taken in this matter by Pandit Gaindan Lal, the Assistant Inspector of the Meerut Division, and with very marked success. In the Agra Division the matter has not been neglected The new Assistant Inspector reports that, where funds permitted, some of the larger Town schools have been provided with cricketing gear, while to many others a set of Indian clubs has been furnished. But he adds that "most of our teachers are quite ignorant of the exercise, and the boys can do nothing without an expert to teach them." Every person who is trained to be a teacher at any of the Normal schools is now thoroughly trained in physical exercises, so that when he goes out as a teacher we shall not require the assistance of an expert, though he will none the less require to be provided with the implements and apparatus. In the Bundelkhand Division a tournament was held at Jhánsi on the 3rd and 6th March, which was attended by representatives from every district except Bánda. Pandit Ram Lal Dube, the Officiating Assistant Inspector, received much help in this matter from some of the officials of the Indian Midland Railway, and prizes to the value of nearly Rs. 100 were distributed.

In the 2nd Circle the matter has been well attended to in both divisions. In the Western division (Lucknow) the Assistant Inspector reports that "besides jumping, wrestling, tug of war, school drill, and native games, which are played in all districts, cricket is much played by the Middle schools of the Unao district, and that a few of the schools in the Lucknow, Bara Banki, Hardoi, and Kheri districts have also taken to the game." In the Eastern division (Fyzabad) the Assistant Inspector reports that "through the kindness of the Chairmen of District Boards play-grounds have been secured in many districts;" and he alludes especially to the great interest taken in the matter by Mr. Brownrigg, the Deputy Commissioner of the Sultánpur district. "In almost all the Town schools," he reports, "as far as funds have permitted, parallel bars and the horizontal bars have been supplied, and the students have commenced to use them. Cricket and football have been introduced into some of the schools."

In the 3rd Circle, Mr. Welby, writing of the Allahabad Division, reports "that most of the Town schools have a supply of cricket gear, and the students take an interest in the game." Regarding the Benares Division, the Assistant Inspector writes as follows:—"In many districts the students continue to take a lively interest in various kinds of games and sports. I have observed that improvement in physical training depends entirely on the amount of interest that the Deputy Inspector takes in the matter. As in previous years, I occasionally get up some sort of sports at important centres after the completion of the examination. However, I could not arrange to hold sports for the whole district at any of the head-quarters similar to those that were held in previous years."

In the 4th Circle I witnessed the school sports myself at the close of each centre examination that was held in the course of my late tour through the Rohilkhand Divisions as I did in the Meerut and Agra Divisions also. The Assistant Inspector writes:—"I am glad to observe that the Deputy Inspectors and teachers belonging to this division pay almost as much attention to the physical exercises of their students as they do to their reading and writing."

128. *Revised admission registers.*—It was pointed out in last year's report that great irregularities had occurred in the keeping of the admission registers in the Agra Division Steps have since been taken to remedy this. Every Town school in that division has been provided with a new register book, as it was impossible to rectify the old ones without completely re-writing them. In providing the new register books, opportunity was taken to revise the form. Two or three Assistant Inspectors were invited to meet me at Allahabad for this purpose. The form which was adopted on the result of that consultation was much the same as that which had been brought into use almost eight years ago in the 2nd Circle, though one or two more columns were added to make the form more complete. The new Assistant Inspector will go round and show the teachers how to keep it. There is no real difficulty in keeping such registers if they are attended to properly from the first. The headings to the columns are perfectly

clear; and, to make the matter still more certain, a copy of the rules for keeping the registers is printed in both forms of the vernacular in the first page of each book. The same form of register will be introduced into other divisions also as fast as new ones are needed, so that the system throughout the province will be uniform.

129. *Revision of the Town School Code.*—In the year under report a revised edition of the Town School Code was published. In the year 1892 I was asked to take the matter up by certain Assistant Inspectors, as it was felt that the original code required to be shortened and simplified on certain points; and in 1893 the changes sanctioned by Government in the scheme of the Middle Vernacular examination rendered portions of the original code obsolete. A committee of Assistant Inspectors (to which Pandit Lachmi Sanker Misra acted as Chairman) sat in 1892 to discuss changes in the Town school and other Vernacular codes. The amendments proposed were then circulated to the remaining Assistant Inspectors and to selected Deputy Inspectors in each division. The voluminous papers which resulted from this proceeding were finally examined by myself with the help of two Assistant Inspectors from the 1st Circle—one from Oudh and one from Allahabad. The revised code was published towards the close of the year under report. The original code had on the whole worked very well, and in the revised code no changes of principle have been introduced. Rules have been shortened and simplified wherever this was possible, and the curriculum was so amended as to suit the present demands of the Middle Vernacular examination.

130. *Aided Middle Vernacular Schools.*—Before closing the subject of Middle Vernacular schools, it remains to say a few words regarding those that are on the aided list; for all that has been written in recent paragraphs relates to State schools. The statistics of enrolment and expenditure relating to aided schools are shown for the last two years in the following table:—

Year.	Number of schools.	On rolls on 31st March.					Expenditure.			
		Details.				Total.	Details.			Total.
		In High section.	In Middle section.	In Upper Primary section.	In Lower Primary section.		Public funds.	Fees.	Other sources.	
1894	12	75	279	258	927	1,539	5,280	2,137	6,750	14,167
1893	12	61	277	256	807	1,401	5,280	1,978	6,476	13,734

There are thus twelve schools of this class, of which the aggregate expenditure from public funds has been Rs. 5,280, from fee collections Rs. 2,137, and from other sources Rs. 6,750. The average cost per pupil in these aided schools (all sources of income being taken into account) has been nearly half as much again as that in State schools. In the Middle examination the percentage of passmen to examinees was 40 against 64 in the State schools. Of the twelve schools included in this list, one-half are secular, maintained by subscriptions, or by municipalities, or by some private patron, and the other half are under missionary management. The largest and most successful of the secular schools is Behari Lal's school at Ballia, which in the last examination sent up 16 candidates, and passed 14—a result equal to that of the best Government schools. Among the Mission schools of this class, the largest and most important are the Vernacular Department of Jay Narain's College, Benares, the school at Gházipur, and the London Mission High school at Mirzapur.

Sub-Section 2.—*Village Schools, State Vernacular Primary.*

131. Descending the steps of the educational ladder, we pass from schools of the Middle grade to the much more numerous class of village or Primary schools maintained from the public revenues for the benefit of the rural population. These from the time of their establishment have been called Halkabandi or Circle schools; for it was the intention of their founders that they should be established at equal or nearly equal distances apart, so as to be within reach of a certain circle of surrounding villages. The circle system was acted upon as far as possible at the outset; but no attempt or pretence is now made to adhere to it. Village schools are now opened or closed (by order of the District Boards) entirely in accordance with local demand; and it might be said that they are now called Halkabandi or Circle schools, on the principle of *lucus a non lucendo*—that is, because they do not go in circles.

132. The following statement shows in the usual form the comparative statistics of the number of schools, the enrolment, and the fee income for the last two years :—

Circle.	Division.	Number of schools.		Number of scholars on the rolls on 31st March.		Fee income.	
		1894.	1893.	1894.	1893.	1894.	1893.
						Rs.	Rs.
First ...	Meerut	523	520	18,551	17,028	6,116	5,543
	Agra	520	526	18,111	16,873	315	349
	Bundelkhand	319	308	9,786	9,303	202	204
	Total ...	1,362	1,354	46,448	43,204	6,633	6,096
Second ...	Western Oudh	423	429	17,047	16,328	6,196	5,126
	Eastern „	434	433	20,324	19,047	2,219	2,115
	Total ...	857	862	37,371	35,375	8,415	7,241
Third ...	Allahabad	513	515	18,696	17,262	1,713	2,128
	Benares	547	554	23,309	22,337	3,463	3,014
	Total ...	1,060	1,069	42,005	39,599	5,176	5,142
Fourth ...	Rohilkhand	439	450	17,005	16,528	2,763	2,647
	Kumaun	144	143	5,800	5,689	61	57
	Total ...	583	593	22,805	22,217	2,824	2,704
	GRAND TOTAL ...	3,862	3,878	1,48,629	1,40,395	23,048	21,183

There has thus been a decrease of 16 in the number of schools, an increase of enrolment amounting to 8,234, and of an increase of fee income amounting to Rs 1,865.

In the Meerut Division two new village schools have been opened in the district of Meerut and two in Muzaffarnagar against one that has been closed in Saháranpur, making an addition of three.

In the Agra Division there has been a decrease of six schools. One was added in the Muttra district and one in Etáwah, while three were closed in the Agra district, three in Etah, and two in Farukhabad. In the Mainpuri district the number remained unchanged.

In the Bundelkhand Division three new schools were opened in the Hamírpur district, seven in Jhánsi, and one in Lalitpur, while no change in the number of schools occurred in the districts of Bánda and Jalaun. This makes a total increase of eleven schools.

In Western Oudh six village schools were closed and in Eastern Oudh one new school was opened, which reduces the number from 862 to 857.

In the Allahabad Division one new school was opened in the Cawnpore district and one in Jaunpur, while one was closed in Allahabad and three in Mirzapur. In Fatehpur the number remained the same.

There has thus been a total decrease of two schools.

In the Benares Division one school was closed in the Ballia district, six in the Benares district, three in Gházipur, and three in Gorakhpur, while in Basti and Azamgarh the number of schools remained unchanged. Six schools were reduced from the Middle to the Primary status as stated in paragraph 120. This gives a total decrease of seven.

In the Rohilkhand Division three schools were added in the Budaun district, while six were closed in Bareilly district, five in Pilibhít, and three in Sháhjahánpur. The number of schools in Bijnor and Moradabad remained unchanged. There has thus been a total decrease of eleven schools.

In the Kumaun Division there has been an increase of one school.

133. The above changes would appear to show (what is indeed the fact) that village schools are not of a very permanent nature, and have to be opened or closed, as I stated above, according to the changeable conditions of local demand. The decision of such questions rests entirely with the District Boards, and not with the Inspector. The changes in the past year were a good deal more numerous than the facts noted above would imply. For even in districts where the number of schools has remained unchanged, certain schools have been closed in some villages and an equal number re-opened in others. This would not be the case if the schools were attended by the actual tillers of the soil ; that is, by the middle or lower castes, and not by the higher ones. The great majority of the pupils are Brahmans, Chattris, Baniyas, Kayasths, and Muhammadans. The cultivating castes—the Kurmis, Kachhis, Ahirs, &c., rarely attend, partly, as I am told, because the fruits of boy-labour cannot easily be spared by their parents, and partly because a boyhood spent in reading books under the shelter of a school-house engenders a distaste, combined (as I have heard) in some instances with a physical unfitness, to endure the hardship of field labour under the heat of a tropical sun. That such causes should operate in India is not surprising ; for it is said that in England one of the causes of the present agricultural depression is the loss of boy-labour caused by the working of the Act for compulsory education, and the consequent necessity of employing men where formerly boys were sufficient. "The total result of educational returns," as the Secretary to the Gházipur District Board writes, "seems distinctly to denote that the education of the *rustic* Gházipuri is at present in a state of complete stagnation." As soon as the sons of the higher castes in some village and its neighbours have learnt as much as the village school can teach them, and there are no other boys to take their place, the attendance becomes so low that the school has to be closed and the establishment transferred elsewhere. This is one reason at least why village schools do not possess the permanency of town schools, and still less of zila schools.

134. The incidence of cost per scholar is very slight, less than Rs. 4 per annum —a very small sum in proportion to the quality of the education given. The following table shows how the expenditure has been met and what has been the incidence of cost per scholar for the last two years :—

Year.	Average number on the rolls monthly during the year.	Expenditure.				Incidence.
		Public funds.	Fees.	Other sources.	Total.	Per scholar.
		Rs.	Rs.	Rs.	Rs.	
1894	1,40,700	5,01,006	23,048	1,538	5,25,592	3·7
1893	1,32,195	4,84,931	21,183	1,367	5,07,481	3·8

During the past year, as will be seen from the above, there has been a considerable increase of expenditure on village schools. Out of a total increase of Rs. 18,111, the sum of Rs. 16,075 has been contributed from public funds, Rs. 1,865 from fees, and Rs. 171 from other sources. The increase of expenditure has been due to the following facts :—

(*a*) The increased attendance necessitated an increase in the tuitional staff, and 20 more teachers and monitors were entertained.

(*b*) The salaries of deserving teachers were raised from the fee increment.

(*c*) New apparatus and furniture have been supplied to many schools.

135. For showing the tuitional results, it will be best first to give the classification of students section-wise ; then the number of examinees and passmen at the last centre examinations ; and, lastly, the percentages of passmen in each class or standard.

136. The classification of students section-wise for the last two years is given in the following comparative table. In explanation of the headings to the four last columns, it may be mentioned that in village schools, as in the Primary sections to

town schools, the "Lower Primary section" consists of classes VII, VI, and V, and the "Upper Primary" of classes IV and III :—

Circle.	Division.	1894.		1893.	
		Roll of Upper Primary section on 31st March.	Roll of Lower Primary section on 31st March.	Roll of Upper Primary section on 31st March.	Roll of Lower Primary section on 31st March.
First ...	Meerut	3,168	15,383	2,978	14,050
	Agra	2,711	15,400	2,157	14,716
	Bundelkhand	1,306	8,480	1,177	8,126
	Total ...	7,185	39,263	6,312	36,892
Second ...	Western Oudh	3,372	13,675	3,120	13,208
	Eastern „	4,369	15,955	4,223	14,824
	Total ...	7,741	29,630	7,343	28,032
Third ...	Allahabad	2,784	15,912	2,551	14,711
	Benares	3,352	19,957	3,193	19,144
	Total ...	6,136	35,869	5,744	33,855
Fourth ...	Rohilkhand	2,947	14,058	2,643	13,885
	Kumaun	562	5,238	504	5,185
	Total ...	3,509	19,296	3,147	19,070
	GRAND TOTAL ...	24,571	1,24,058	22,546	1,17,849

Taking the province as a whole, the enrolment in the Upper Primary section shows almost the same proportion to that in the Lower Primary for the last two years; and taking each circle separately, the same fact holds good. In the past, as in the previous year, the lead in this respect is taken by the Oudh or 2nd Circle. In this circle the ratio of Upper to Lower Primary students is 21 to 79. In the 1st Circle (Meerut, Agra, and Bundelkhand) the ratio is 15 to 85. In the 3rd Circle (Allahabad and Benares) the ratio is about 15 to 85. In the Rohilkhand Division (for it would be scarcely fair to couple this with Kumaun) the ratio is barely 17 to 83. In all the circles there are some, and in certain divisions many, village schools which do not possess a third or highest class; and, wherever such a class exists, it is always the smallest of the five. The largest attendance is always that nearest the bottom; but care is taken to exclude boys who after a few months' trial show no disposition to learn, or who are unable to pay for their class-books, or appear to have been sent to school to be taken care of while their parents are at work rather than to be educated.

137. The next question to be answered is, What have been the actual results of the teaching given in each class or section? How many students have been examined, and how many have passed? This is shown in the following statement, which compares the results of the last two years. This statement, however, does not exhibit all that the department has done in the way of examining; for class VI and the upper section of class VII are examined in the annual centres no less than the classes shown in the statement. It has been usual in this report to say nothing about

the examination results in the two lowest classes apparently from want of space. I have therefore given the statement in the same form as that hitherto used :—

Circle.	Division.	Year.	Class V, Standard 3.		Class IV, Standard 4.		Class III, Standard 5.	
			Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
First.	Meerut ...	1893-94	2,316	1,869	1,630	1,230	860	627
		1892-93	2,027	1,615	1,484	949	748	501
	Agra ...	1893-94	2,056	1,767	1,064	639	377	229
		1892-93	1,603	1,240	1,015	697	355	246
	Bundelkhand ...	1893-94	1,077	805	608	346	176	90
		1892-93	848	631	598	339	166	108
	Total ...	1893-94	5,449	4,441	3,302	2,215	1,413	946
		1892-93	4,478	3,486	3,097	1,985	1,269	855
Second.	Western Oudh ...	1893-94	2,064	1,710	1,490	957	992	685
		1892-93	1,889	1,542	1,308	884	902	670
	Eastern ,, ...	1893-94	2,148	1,896	1,850	1,254	1,239	889
		1892-93	2,140	1,869	1,719	1,058	1,224	726
	Total ...	1893-94	4,212	3,606	3,340	2,211	2,231	1,574
		1892-93	4,029	3 411	3,027	1,942	2,126	1,396
Third.	Allahabad	1893-94	1,839	1,653	1,226	975	693	568
		1892-93	1,646	1,421	1,173	956	749	561
	Benares	1893-94	2,478	1,980	1,667	1,222	885	620
		1892-93	2,250	1,891	1,594	1,247	895	687
	Total ...	1893-94	4,317	3,633	2,893	2,197	1,578	1,188
		1892-93	3,896	3,312	2,767	2,203	1,644	1,248
Fourth.	Rohilkhand	1893-94	1,750	1,430	1,206	874	812	637
		1892-93	1,642	1,311	1,156	804	757	567
	Kumaun	1893-94	455	251	328	113	106	20
		1892-93	489	233	319	90	93	20
	Total ...	1893-94	2,205	1,681	1,534	987	918	657
		1892-93	2,131	1,544	1,475	894	850	587
	GRAND TOTAL ...	1893-94	16,183	13,361	11,069	7,610	6,140	4,365
		1892-93	14,534	11,753	10,366	7,024	5,889	4,086

138. For comparing one division with another and disclosing what the above figures imply in regard to the comparative success, it has been the custom in this report to give a table of percentages showing for each division the proportion of passmen to examinees in each standard or class. This table is given below in the usual form :—

Circle.	Division.	Class V, Standard 3.		Class IV, Standard 4.		Class III, Standard 5.	
		1893-94.	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.
First ...	Meerut ...	81	80	75	64	73	67
	Agra ...	86	77	60	69	61	69
	Bundelkhand ...	75	74	57	57	51	65
	Total ...	82	78	67	64	67	67
Second ...	Western Oudh ...	83	82	64	68	69	74
	Eastern ,, ...	88	87	68	62	72	59
	Total ...	86	85	66	64	71	66
Third ...	Allahabad ...	90	86	80	82	82	76
	Benares ...	80	84	73	78	70	77
	Total ...	84	85	76	80	75	76
Fourth ...	Rohilkhand ...	82	80	72	70	78	75
	Kumaun ,,	55	48	34	28	19	22
	Total ...	76	72	61	61	72	69
	GRAND TOTAL ...	83	81	69	68	71	69

There is no very marked variation between the results of the last two years if each division is compared with itself. But if one division is compared with another, some differences are noticeable. I was present during the last camping season at many of the centre examinations held in the Rohilkhand and Meerut Divisions, the two divisions of Oudh, and the Agra Division. In most of the schools examined the results were very satisfactory, although in the Sitapur district, Oudh, there is much room for improvement in penmanship; and the curriculum had been well observed.

The percentages run highest in the Allahabad and Benares Divisions, and more especially in the latter. Of these schools I saw nothing In Bundelkhand, where schools are fewer and more backward, the percentages do not run so high. In Kumaun they are much lower than elsewhere.

139. The code under which village schools and the primary classes of Town schools are examined is as clear and definite as it could be made, and precise rules, binding upon all divisions alike, have been laid down prescribing the conditions of passing. Nevertheless, however clear and precise the rules may be in words, everything depends upon the manner in which they are worked; and the working is in the hands of so many different officers that it would be rash to draw any absolute conclusions as to the relative merits of one district as compared with another, or of one division as compared with another. If the examiner is lenient and gives easy questions, the percentage of passmen comes out high. If he is strict, the percentage falls. The greatest scope for variation in the difficulty of the questions lies in arithmetic and mensuration. It is not enough to fix the rules in which the students are to be examined, standard-wise, or to say how many questions on each rule of arithmetic, &c., are to be set, and how many questions must be answered correctly to ensure a pass; for it is still open to the examiner to make his questions easier than they ought to be, or easier than they are elsewhere. One step was taken last year to remove this source of uncertainty. In revising the Village School Code (to which allusion will be made below), a new clause was introduced which runs as follows:—

"To secure an approximate degree of uniformity, one Assistant Inspéctor will be deputed each year to compile 150 questions in arithmetic and 150 in mensuration for class IV, and another Assistant to compile the same number of questions in arithmetic and mensuration for class III. A copy of each book will be circulated from the Director's office to the inspecting officers concerned, and no questions other than those contained in the book above named will be set in the centre examination by the Deputy Inspector or by any other examiner." As all the questions thus prepared are approximately equal in difficulty, there is more hope of uniformity of standard than could be expected from the use of various books, which present a mixture of questions of various degrees of difficulty; and from the large number of examples placed at the choice of the examiner, there is no possibility of the questions or answers being carried from centre to centre before the examiner arrives, unless the examiner is intentionally dishonest, and sets the same questions in several centres in succession.

140. *Revised Office Code.*—In the report on the previous year I made some comments on the great difficulty experienced by Deputy Inspectors in carrying out all that is required by the provisions of the Office Code, so long as the office staff continued to be so deplorably weak. In some offices there is still only one muharrir. Applications have continued to come in from several districts for strengthening the office staff; and I am glad to say that in some instances this has been done by allotments from the fee increment. Another step taken during the year under report was to revise the Office Code itself so as to simplify the procedure wherever it was possible to do this without producing disorder, and to get rid of some of the tabular statements wherever any of these were found to be superfluous. The Office Code was revised at the same time and by the same method as that described above in para. 129 in reference to the Town School Code. Although the code has been lightened in certain points, it could not be very materially reduced without sacrificing the methodical working of the Village and Town school systems; and it is hoped that the office establishment in every district will be strengthened whenever an opportunity may exist of doing this either from the fee increment or from any other legitimate source. Whatever can be done to relieve the Deputy Inspector of the cares and drudgery of office routine will give him more time for the inspection of schools; and this is an object to be aimed at.

141. *Sub-Deputy Inspectors.*—In those districts of the North-Western Provinces which contain above 80 village schools, it has been usual to appoint a class of officers called Sub-Deputy Inspectors. Two such officers have been placed in independent charge; one in Lalitpur, an isolated portion of the Jhánsi district; and another at Karwi, an isolated section of the Bánda district. In the Kumaun Division, according to the scheme brought into force last year, there is no Deputy Inspector at all, but only four Sub-Deputy Inspectors, one of whom has the inspection of Garhwál, another of the Naini Tal district, and the two others of the Almora District. According to the code of "Public Elementary Schools," published some 8 years ago by the late Director of Public Instruction, a certain portion of each district, if a Sub-Deputy Inspector existed there, was allotted to the officer named, and the rest to the Deputy Inspector himself. The former was thus virtually independent of the latter, and hence his name was somewhat of a misnomer. The plan was open to objection, partly because the Deputy Inspector was still held responsible for the whole district, and partly because at the meetings of District Boards he was sometimes puzzled to know what advice or information he ought to give to the Board about schools that

he had not seen or inspected. Accordingly in the revised code of village schools prepared and published in the year under report, it was ruled that "all the Vernacular schools of a district are equally under the supervision of the Deputy Inspector; hence the Sub-Deputy Inspector has no special list of schools or special area assigned to him, but will simply act as the Deputy Inspector's assistant under the Deputy Inspector's instructions."

142. *Revised Village School Code.*—This has been two or three times alluded to already in the course of the foregoing remarks. As in the case of the Town school and Office Codes already referred to, the object mainly kept in view in preparing the revised Village School Code was to shorten and simplify, without sacrificing anything vital, on which the efficiency and orderly management of the schools depended. In the year 1892 the original code was revised and examined by a committee of Assistant Inspectors, of whom Pandit Lachmi Sankar Misra was chairman. Their proceedings were then circulated to other Assistant Inspectors and to selected Deputy Inspectors in each division. Finally these voluminous papers were examined and compared by myself with the help of two Assistant Inspectors from the 1st Circle, one from Oudh, one from Rohilkhand, and one from Allahabad. The revised code has been issued lately. It contains no radical changes—in fact, change was not the object, but simplification. The two most important changes have been alluded to already,—the one in para. 141 relating to the position of Sub-Deputy Inspectors; the other in para. 139 describing the plan adopted for securing greater uniformity of standard in the centre examinations.

143. *School sports and schools drill.*—These are much appreciated wherever it has been possible to introduce them. In all the village schools that I saw last camping season in Oudh, Rohilkhand, Meerut, and Agra, something of this kind took place after each centre examination. Running, jumping, and tug of war were practised at every centre, and prizes were awarded. School drill is taught in several schools also.

Mr. Welby, writing of the Allahabad Division, reports as follows :—"I have frequently witnessed foot-races, jumping, and fencing at the village schools. On every occasion the pupils entered most thoroughly into the spirit of the performance, and (I was glad to observe) always good-naturedly."

Aided Primary Schools.

144. There are a few Vernacular as well as a few Anglo-Vernacular schools under private (chiefly missionary) management. The following are the main statistics for both classes of schools in the year under report:—

Class of school.	Number of schools.	On rolls on 31st March.			Result of examination.		Expenditure.			
		Details.		Total.	Passed Upper Primary standard.	Passed Lower Primary standard.	Details.			Total.
		In Upper Primary section.	In Lower Primary section.				Public funds.	Fees.	Other sources.	
							Rs.	Rs.	Rs.	Rs.
Vernacular	53	295	2,615	2,910	78	273	4,886	1,576	14,695	21,157
English	15	94	899	993	21	36	7,823	1,757	7,920	17,500
Total ...	68	389	3,514	3,903	99	309	12,709	3,333	22,615	38,657

The Vernacular schools alluded to in the above statement are very like the Government village schools, and are usually examined with them in the same centre. From the two columns showing the results of the examination it will be seen that as a rule they do not succeed in passing as many students in the Upper Primary and Lower Primary standards as most of the village schools do. The English Primary schools referred to in the statement are chiefly under missionary management. They are either attached as branches to some large Anglo-Vernacular school of the same mission, as the Government branch schools are to the zila schools, or they are independent lower schools teaching up to the standard of the 5th or 7th class.

145. Among the 53 Vernacular Primary schools referred to above, there are 25 which are examined and aided under a special little code of their own, according

to which a small capitation grant is allowed for every student who passes the standard of his class, and is declared fit for promotion by the Deputy Inspector. All these schools are under missionary management. The principal statistics for the year under report are given below :—

1	2	3							4						5		6
Division.	Number of schools aided.	Classification of scholars at the last examination of the year.							Number of scholars passed during the year.						Grant earned.		
		VIIA.	VIIB.	VI.	V.	IV.	III.	Total.	VIIA.	VIIB.	VI.	V.	IV.	III.	Section 10.	Section 15.	Total.
															Rs.		Rs.
Agra ...	5	81	174	53	37	27	14	386	63	76	51	37	29	17	471	50	521
Oudh ...	14	152	222	91	38	26	18	547	86	97	60	26	14	10	364	215	579
Allahabad ...	2	71	38	44	43	29	19	244	45	62	60	51	37	31	342	...	342
Benares ...	3	29	58	30	5	4	...	126	34	25	12	6	2	...	67	...	67
Rohilkhand...	1	10	33	4	3	5	2	57	5	18	7	6	2	2	52	...	52
Total ...	25	343	525	222	126	91	53	1,360	233	278	190	126	84	60	1,296	265	1,561

Each student examined under this systen has cost the Government a little less than Re. 1-2-0. The schools are often of an ephemeral nature, and some of them do not remain long in the same place. Since the previous year the number of schools examined and aided under this system has decreased by five.

Indigenous Schools, unaided.

146. As I mentioned in last year's report, no dependence can be placed on the accuracy of the statistics relating to what are called Indigenous schools. They have been collected, as usual, through the Headmasters of our own schools, who are by no means greeted as friends or welcome visitors when they go to enquire about the number of scholars attending and the nature of the subjects taught. The Indigenous schools are sub-divided into "advanced' and "elementary." The statistics relating to the former are given in the following table :—

		Number of institution.	Number of scholars.			
			Hindus.	Muhammadans.	Others.	Total.
Arabic ...	1894	1,182	3,688	8,350	68	12,106
	1893	1,061	2,895	8,170	7	11,072
Sanskrit ...	1894	433	5,644	5	27	5,676
	1893	365	4,285	20	...	4,305
Other Oriental classics.	1894	42	353	45	...	398
	1893	32	382	85	...	467
Total ...	1894	1,657	9,685	8,400	95	18,180
	1893	1,458	7,562	8,275	7	15,844

147. Those schools which are classed as "elementary" teach either (*a*) Hindi in the form of Kaithi or Mahajani, or (*b*) Urdu with or without the rudiments of Persian. Most of these are not schools in the proper sense of the term, but small gatherings of students placed under some one employed as a private tutor for teaching his own sons with a few of his friends' and neighbours' sons, if there happen to be any. In the year under report 35,109 boys and 786 girls were said to be studying at 3,094 and 44 schools respectively. In last year's report the numbers returned were 38,316 boys at 3,224 schools and 1,764 girls at 94 schools. If these figures are correct, there has been a decrease in the number of scholars of either sex as well as in the number of schools.

148. The number of boys and girls studying the different languages in these institutions is compared as follows :—

Language.	Scholars.			
	Boys.		Girls.	
	1894.	1893.	1894.	1893.
English	2,016	1,714	.	20
Oriental	6,752	8,714	336	66
Vernacular	26,625	28,106	450	1,486
	35,393	38,534	786	1,572

The figures show an increase of those who are learning English privately, and a decrease of those who are learning some Oriental or some vernacular language. Mental arithmetic according to the bazar system and Kaithi or Mahajani penmanship are chiefly taught at the Hindi patshalas, and Urdu reading and writing, but not arithmetic, at the Persian maktabs. As the same system of mental arithmetic is now taught in Government village schools, the Hindi patshalas can flourish only in places where the Government village school is not within reach.

SECTION VI.—THE EDUCATION OF NATIVE GIRLS.

149. This section deals with schools attended by native girls as distinct from those attended by European girls and aided under the European code, which will be described in Section VIII. Schools of this description, though very much fewer than the corresponding boys' schools, fall, as they also do, under the two main classes—Primary and Middle—and are distinguished, as they also are, into Vernacular and Anglo-Vernacular.

150. *Primary Schools under public management.*—The following table includes all Primary girls' schools, except those which are maintained from private funds aided or not aided by the State, and managed by private individuals or bodies. It therefore includes all schools maintained by Government funds or by municipal allotments. In the city of Lucknow there are ten schools of the Primary grade which are maintained solely by the Municipality :—

Year.	Number of schools.	On rolls on 31st March.			Expenditure.				Incidence per scholar. (*b*)
		Upper Primary section.	Lower Primary section.	Total.	Public funds. (*a*)	Fees.	Other sources.	Total.	
					Rs.	Rs.	Rs.	Rs.	
1894 ...	124	180	2,674	2,854	16,597	...	...	16,597	6·0
1893 ...	128	162	2,718	2,880	16,285	...	...	16,285	5·9

(*a*) Including expenditure from Municipal funds.

(*b*) The incidence per scholar is calculated on the average monthly number of scholars on the rolls.

151. Regarding the state of these schools in the past year, the following remarks are given for each circle :—

First Circle.—In the Meerut Division there has been an increase of one school in the Meerut district, which raises the number from 11 to 12. Seven out of these twelve schools are in the Aligarh district. The Assistant Inspector, who visited five of these last year, has recorded the following remarks :—"The reading was generally fluent, but the meanings of words were not known. Writing satisfactory. Arithmetic required greater attention. Excepting the Háthras school, which had a first class of two girls, the other schools had only lower classes. The marriage of girls takes place at an early age, and they leave school as soon as they are married, being compelled by custom to observe the *purdah* system."

In the Agra Division there were 17 girls' schools in the year under report against 18 in the previous year. Out of the 344 students enrolled on the 31st March 1894, all but nine were in the Lower Primary stage. Commenting on these statistics, the Assistant Inspector writes as follows :—"The general aspect of the schools is not encouraging. This is due in my opinion (*a*) to the want of competent mistresses ; (*b*) to a want of due appreciation on the part of the people ; (*c*) to a want of proper supervision on the part of the district inspecting officers ; and (*d*) to a want of interest among the members of the District Board." He adds that many of the schools are situated in out-of-the-way places, where they are not easy of access, and regrets that they were not established in the head-quarters of tahsíls or other large towns, where they could be more easily inspected.

In the Bundelkhand Division there is only one girls' school, and this at Srinagar in the Hamírpur district. This solitary school is reported to be doing very fairly :— "The school is in fair order," writes the Assistant Inspector, "and some needle-work is also taught. No *purdah* system is observed."

152. *Second or Oudh Circle.*—In this circle the number of girls' schools maintained by the District Boards was 29 in the past year against 31 in the previous one; and the number maintained by the Municipality of Lucknow remained at its old number, 10. The following table gives the main statistics for the last two years :—

		Number of schools.	Enrolment on 31st March.	Number of girls learning.		Expenditure.	Class III, Upper Primary		Class V, Lower Primary.	
				Hindi.	Urdu		Presented	Passed.	Presented.	Passed
						Rs.				
Maintained by District Boards.	1893-94 ...	29	674	331	346	4,025	13	4	62	40
	1892-93 ..	31	679	342	335	4,060	28	24	37	32
Maintained by the Municipality of Lucknow.	1893-94 ...	10	253	55	160	2,931	5	3	25	19
	1892-93 ...	10	255	54	167	2,967	10	8	22	13
Total ...	1893-94 ...	39	927	386	506	6,956	18	7	87	59
	1892-93 ...	41	932	396	504	7,027	38	32	59	54

Of the schools maintained by District Boards, nine are in the Eastern or Fyzabad Division of Oudh, and the remaining 20 in the Western or Lucknow Division. Nine out of these 20 schools are in the Hardoi district only, and amongst them the Pihani girls' school has long taken, and still holds, the lead both in tuitional results and in needle-work. Six more are in the Kheri district. Here, as elsewhere, the weakest subject is arithmetic. The ten Municipal schools in the City of Lucknow are among the best Primary girls' schools in the province. A larger proportion of girls attending these schools pass in needle-work than elsewhere. These schools have from some years past been indebted to the assiduous attention bestowed upon them by Miss D'Abreu, the Deputy Inspectress. The tuitional results in the Upper Primary section do not show so well in the past as in the previous year. But this does not imply deterioration or laxity of management, since an unusually large number of marriages might in a single year carry off most of the girls in the Upper Primary class.

153. *Third Circle.*—In the Allahabad Division the year under report began and ended with the same number of schools, *viz.*, 11; but the enrolment has fallen from 229 to 217, while the average daily attendance on the contrary has risen from 168 to 177. "There seems to be no improvement in the teaching," as Mr. Welby reports, "and we have no right to expect any, until we can provide more competent teachers, of which there seems to be little probability for some time to come." Out of the 217 enrolled, five passed in the Upper Primary standard, and seven in the Lower Primary.

In the Benares Division there were 12 Primary girls' schools at the close of the past year. Writing of these schools, the Assistant Inspector (Pandit Lachmi Sankar Misra) reports as follows :—"I have not found any improvement in the girls' schools since the previous year, and I do not expect any under the present system. To ensure any success in female education, it is necessary that the schools be inspected by ladies. As long as this is not done, I am sure the schools will not attract girls of respectable classes, as the *purdah* system has a very strong hold on the minds of the inhabitants of these provinces."

154. *Fourth Circle.*—In the Rohilkhand Division there were 32 girls' schools of the Primary grade in the past as in previous year. The total enrolment stood at 801 on the 31st March 1894. All of these 801 students, except 33, were in the Lower Primary section. Out of the 32 girls' schools in the Rohilkhand Division, no fewer than 12 are in the Budaun district, and no fewer than 11 in the Bareilly district; and all the 33 girls enrolled in the Upper Primary section belong to these two districts.

In the Kumaun Division there are no Primary girls' schools under public management.

Aided Primary Girls' Schools, Vernacular.

155. The Primary girls' schools hitherto reported on are all under public management—that is, maintained and managed either by a District Board or by a Municipality. In addition to these, there were in the year under report 118 schools of the same description maintained by missionary bodies and aided by grants from State funds. The statistics of expenditure for the last two years are shown below :—

Years.	Number of schools.	Number of scholars.	Expenditure.			
			From public funds.	From Municipal funds.	Other sources.	Total.
			Rs.	Rs.	Rs.	Rs.
1893-94	118	4,220	16,792	772	42,078	59,642
1892-93	128	4,417	16,730	1,049	41,633	59,412

These schools, as I have stated, are all under missionary management. All of those in the Oudh Circle are in the city of Lucknow, excepting one purely Christian school at the Christian village of Pannahpur in the Kheri district, two mixed schools in Fyzabad, and one in Bahraich; some being under the Methodist Episcopalian, and others under the Church Mission. The Lucknow City schools are inspected by Miss D'Abreu, the same lady who inspects the Municipal schools on behalf of the Municipality. She reports "that out of an enrolment of 216 pupils, only two girls passed in the 3rd class, only two in the 4th, one in the 5th, and two in the 6th. The rest all failed." The schools managed by the Methodist Episcopalian Mission are said to have deteriorated, and most of them are described as "apologies" for schools; while those under the Church Mission are reported "to be doing fairly."

156. In the Benares Division the schools of the kind under report are for the most part situated either in Benares or in Gorakhpur: there is only one in Azamgarh, one in Ghazipur, and one in Ballia. The Assistant Inspector (Pandit Lachmi Sankar Misra), writing of these schools, reports as follows:—"They generally show very large roll numbers; but in these schools more than half the number consists of mere infants who scarcely know the alphabet. In these schools greater attention is paid to religious teaching, and consequently they are not popular with the higher classes of natives. They generally contain girls of the lowest castes, many of whom attend the school for the sake of clothing and pice, which are occasionally distributed to them. Without these inducements I am perfectly certain that these schools would be deserted in no time. Some of them obtain very handsome grants-in-aid from Government; but I am of opinion that the real work done is not at all proportionate to the Government expenditure incurred in helping them to be kept on." It is true that female education is in a backward state everywhere; but the picture here drawn is less favourable than that received from Lucknow, and seems a little overdrawn.

157. *Middle Vernacular Schools.*—There are two Vernacular girls' schools in the province which prepare candidates for a Vernacular Middle examination. One of them is situated in Lucknow, and is supported partly by an aid from Government and partly by the Municipality; the other at Gola in the Gorakhpur district, and is maintained by the District Board. It is a noticeable fact that among the Aided girls' schools maintained by private individuals or societies, there is none which has been able to prepare candidates for the Middle examination. The results of last year's examination are given below:—

Name of school.	Number of candidates.	Passed in division—			
		I.	II.	III.	Total.
Middle Class Girls' School, Lucknow	4	...	...	1	1
Gola Girls' School, Gorakhpur	2	...	1	1	2
Charkhari School	4	1	3	...	4
Total ...	10	1	4	2	7

The Charkhari school named in the above list is in a foreign State. As its manager applied for its admission to the examination, copies of the question papers were sent. The examination is almost up to the same standard of difficulty as that of the Middle

vernacular for boys. The department has been indebted in the past, as in the previous years, to Pandit Lachmi Sankar Misra for setting the question papers and for allotting the marks. This is the third year in which this examination has been held. Out of the four candidates whose names were sent up from the Lucknow schools, one was absent, one failed in Mathematics and Science, and one in History, Geography, and Science. Hence only one out of the four passed. The other two schools passed all their candidates.

158. *Aided Girls' Schools, Anglo-Vernacular*.—I come now to those girls' schools in which English forms part of the instruction. All of these are under missionary management, and are almost, if not quite, exclusively attended by the daughters of native Christians. The comparative results for the last two years are given below:—

		Number of schools.	Number of students.			Expenditure.			
			In Secondary stage.	In Primary stage.	Total.	Public funds.	Municipal funds.	Other sources.	Total.
						Rs	Rs.	Rs.	Rs.
Secondary	1893 94 ...	11	137	775	912	11,544	144	26,950	38,638
	1892-93 ...	10	141	749	890	11,004	144	22,373	33,521
Primary...	1893-94 ...	5	...	271	271	2,532	...	6,863	9,395
	1892-93 ...	6	...	339	339	2,952	...	8,148	11,100
Total...	1893-94 ...	16	137	1,046	1,183	14,076	144	33,813	48,033
	1892-93 ...	16	141	1,088	1,229	13,956	144	30,521	44,621

There are thus 16 schools altogether in which English is taught, and of these five are in the Primary and 11 in the Secondary grade. Out of these eleven, there are nine which do not aim at anything above a Middle standard, and two which go beyond this and prepare candidates for Matriculation. One of these is at Lucknow (under the superintendence of Miss Thoburn) and the other at Dehra. The attendance on the whole has not been quite so good as in the year 1892-93, and the expenditure has been higher.

159. *Girls' Middle English Examination*.—In the year under report a Middle English examination for girls was, for the first time in the history of education in this province, established, and the first examination was held in April last, near the time at which the boys' examination was held, but under different rules. The result of this examination is shown in the statement given below:—

Name of school.	Number of candidates.	Passed.
Jumna Mission Girls' High School, Allahabad	8	2
Lal Bag Girls' High School, Lucknow	12	1
Girls' Orphanage School, Bareilly	3	1
Mission Girls' School, Almora	3	2
Girls' Boarding School, Shahjahanpur	6	...
Total ...	32	6

The result cannot be called a brilliant one; but it is something to have made a beginning, and allowance must be made for the fact that less than one year was available for preparation, and that the schools up to that time had been working without any generally recognised curriculum. Better success and keener competition may be anticipated in future years. The Inspectress of Schools, who was appointed near the close of the year 1892 93, went round and visited all the schools, so as to ascertain what curriculum would be generally suitable from the alphabet upwards, and what standard should be fixed upon for the girls' Middle English examination. The standard that was decided on with the assent of the different managers is easier than that for boys' schools; and hence if any girls desire afterwards to compete for Matriculation, it will take three years instead of two to prepare for it. But at present there are only two girls' schools in the province that have ever prepared for Matriculation or seem likely to do so; and thus in fixing upon a Middle standard, it was necessary to adapt it to the capabilities of the majority of the schools. If the appointment of an Inspectress of schools is retained (as I hope it will be), and if the working of the scheme is carefully watched, I believe that the girls' Middle English examination will become popular, and the schools in preparation for it will become the best girls' schools in the province.

SECTION VII.—EDUCATION, SPECIAL.

160. Under the heading of Education, Special, two classes of schools are included—(1) the Normal schools, and 2) the Industrial school. At present there is only one Industrial school in the province, and this at Lucknow, the only city in the province in which large railway workshops have long been established. At Jhánsi, which has now become an important railway centre, similar workshops are in process of being established, and there has been some correspondence during the past year regarding a proposal to partially utilise the Jhánsi Anglo-Vernacular school for forming industrial classes similar to those at Lucknow. Nothing, however, has been settled so far.

SUB-SECTION 1.—*Normal Schools.*

161. During the year under report, as in the previous year, the number of Normal schools for the entire province was three. The abstract of enrolment and expenditure is shown below :—

Name of school.	Average number of pupil teachers on the rolls during the year.	Expenditure.				Incidence per pupil teacher.
		Public funds.	Fees.	Other sources.	Total.	
		Rs.	Rs.	Rs.	Rs.	
Agra	83	14,510	...	...	14,510	174 8
Lucknow	132	19,841	...	10	19,851	150 4
Allahabad	82	13,672	...	...	13,672	166 7
Total ...	297	48,023	...	10	48,033	161·7

162. The Normal school at Allahabad trains vernacular teachers for the Allahabad and Benares Divisions (3rd Circle); that at Lucknow, which is much larger than the other, trains them for the two divisions of Oudh (2nd Circle) and for the Rohilkhand Division (4th Circle); that at Agra is intended, but is not able, to train teachers for the Meerut, Agra, and Bundelkhand Divisions, (1st Circle). Thus the first trains for two divisions, the second for three, and the third for three. The third, however (Agra), is much smaller than the second, and is therefore unable to do the work required of it. The buildings are too small to accommodate, and the stipends are not enough to maintain, as many students as are required to keep up a fresh stock from year to year of *certificated* teachers for the Vernacular schools of the Meerut, Agra, and Bundelkhand Divisions. On examining the school in the last camping season, I found that this had been going on for some years past; and the consequence has been that as fast as certificated teachers leave the department from death or other causes, there are not enough certificated men to take their places: so the number of uncertificated teachers increases rather than decreases. The Agra Normal school is sufficient for the two divisions of Agra and Bundelkhand. But it is not sufficient for the Meerut Division as well. One remedy would be to increase the buildings and the stipends at the Agra school up to the extent of the requirements of the Meerut Division. Another would be to detach the Rohilkhand portion of the staff and stipends from the Lucknow Normal school, and, by adding these to the additional stipends required for Meerut, to establish a fourth Normal school for the Rohilkhand and Meerut Divisions. The last is the plan which would be most convenient; for at the present time there is no Normal school in the province north of Lucknow; and the two large divisions of Meerut and Rohilkhand have no Normal school of their own. Moreover, these two divisions are very well connected with each other by roads and railroads, and, if they were reunited, would make a suitable fourth circle, which should therefore have a Normal school of its own.

163. During the year under report the tuitional staff at the Agra Normal school was reduced to the extent recommended by the Circle Inspector, Mr. Budden. As the school was teaching only 83 students, and as there was no immediate prospect of getting the buildings enlarged or the allotment or stipends increased for the entertainment of additional candidates, it was unnecessary to maintain the tuitional staff at its former strength. This saves any waste of public money so long as the present condition of things continues; but the question as to how the Vernacular schools of the 1st Circle are to be supplied with a sufficient annual relay of certificated teachers still remains to be solved.

164. The results of the examination held in April last for certificates in the upper and lower grades are shown in the tabular statement given below :—

Class of candidates.		Upper grade.			Lower grade.		
		Number examined.	Number passed.	Percentage.	Number examined	Number passed.	Percentage.
Normal students ...	Agra ...	19	15	79	62	56	90
	Lucknow ...	13	6	46	118	89	75
	Allahabad ...	22	21	95	59	57	97
	Total ...	54	42	78	239	202	85
Private candidates .	Agra ...	1	...	...	6	3	50
	Lucknow ...	19	2	11	52	11	21
	Allahabad ..	4	...	...	76	5	7
	Total ...	24	2	8	134	19	14
GRAND TOTAL ...		78	44	56	373	221	59

The results in each school have been satisfactory, although in the Lucknow Normal school the percentage of passmen in both grades is decidedly lower than in the other two. This is not a thing to be regretted. The Lucknow Normal school has found itself well able to supply as many certificated teachers as are required for the three divisions associated with it ; and if greater strictness in the examination will lead to greater thoroughness in the teaching to be given by the candidates sent out as teachers, there is the less reason to regret a lower percentage of passmen. Percentages of 95, 97, and 90 seem to be rather higher than one could expect, considering that in every subject 50 per cent. is the minimum required for passing, and that no candidate is considered to have qualified unless he obtains this minimum in *all* the subjects.

165. It will be seen from the above table that in each Normal school there are two distinct grades of study, an upper and a lower. The former trains men for Middle Vernacular teacherships ; the latter for teacherships in Village schools or in the Primary classes of Middle schools. Those who come out best in the lower grade examination are selected for the upper grade, in which they study for one full annual session. As every Assistant and Circle Inspector is well aware of the number of vacancies likely to occur in Middle or Town schools, he is not likely to go far wrong in the number of students selected for promotion to the upper grade.

166. It will further be seen from the above statement that private candidates are allowed to appear as well as candidates who have been studying in the Normal school itself.

The private candidates are uncertificated teachers who are encouraged to prepare themselves by private study, instead of leaving the Village or Town schools in which they are posted, and attending the Normal school for a regular annual session. As might be expected, the proportionate number of passmen from among this class of candidates is a good deal less than that from among the regularly trained students. Nevertheless, they are to be commended for their attempts to pass by private study, and Inspectors will no doubt see the propriety of encouraging those who have failed to make a further trial.

167. *Revised Normal School Course.*—The year under report was the first occasion on which the new Normal school course came into operation. It came into force from 1st July 1893, and the schools were examined under its terms in April 1894.

In the revised lower grade course the chief principles embodied are (1) that no stipend-holder will receive less than Rs. 7 a month ; (2) that the period of instruction is reduced from two years to one ; (3) that Persian and Sanskrit are entirely excluded from the curriculum ; (4) that every student must pass in both forms of the vernacular ; (5) that admission is restricted to those who know both forms of the vernacular before they apply for it, and to those who have passed the Middle Vernacular examination ; (6) that every student must pass an examination in Rent and Revenue Law, and must show a practical acquaintance with the records maintained by patwáris ; and (7) that he must pass in Roman Hindustani.

In the upper grade course the period of study is likewise limited to one year ; but as the selection is made from among those students who come out best in the lower

examination, the upper course, if we include the year spent in the lower one, may be said to cover two years. Persian and Sanskrit are excluded from this course as from that of the lower grade. Algebra is excluded, as this forms no part of the Middle examination. Every student must pass in both forms of the vernacular, and pass high enough to teach both forms of the vernacular up to the standard required for Middle schools. A higher course of Roman Hindustani is required.

In every school Geometrical drawing is now being taught, and all students undergo a training in physical exercises and in school drill. For the teaching of Physical Science, a sufficient stock of apparatus and materials has been provided. In all the schools instruction is given in field-measuring with the chain and plane-table.

168. In consequence of the reduction of the course from two years to one, the number of men who in April 1894 qualified for teacher's certificates in either grade is a good deal larger than that of April 1893. In April 1894, 42 qualified in the upper grade as against 38 in April 1893; and 202 in the lower grade as against 80. In the upper grade the difference of number is not so marked as in the lower, because prior to July 1893 it had been the custom in the North-Western Provinces to place more men in the upper grade than were needed for the vacancies in Middle teacherships; and those who were not needed for this purpose were sent to village teacherships. The plan did not work well, and was thoroughly unsound in principle, because such men when they were sent out as teachers were not content with the pay and position of village schoolmasters; and hence arose the custom, that is now steadily discouraged and suppressed in all the divisions of the North-Western Provinces, of tacking Middle sections on to Village schools.

169. It may be observed that from the three divisions of the Agra Normal school (Meerut, Agra, and Bundelkhand), the number of qualified men turned out in April 1894 for village teacherships was not larger, and was in fact a little smaller, than that turned out from the Allahabad Normal school for the two divisions of Benares and Allahabad; whereas it ought to be one-third as large again if the three divisions are to be adequately provided from year to year with certificated teachers. This arises from the fact, to which I have alluded above, that even after the reduction of the course from two years to one, the amount of accommodation at the Agra Normal school and the sum set apart for stipends are not sufficient for more than two divisions.

Sub-Section 2.—*Industrial School, Lucknow.*

170. This school was opened by Sir Auckland Colvin on 1st November 1892. In last year's report I gave the history of its progress up to 31st March 1893. During the year that has elapsed between April 1893 and April 1894, several changes of a more or less material nature have been made in its status and working :—

(1) At first none of the students paid any fees, and none but the sons of native artisans (chiefly railway artizans) were admitted. Now the number of free scholars is limited to 100, and admission is not restricted to the sons of artisans, although the privilege of free admission is restricted to students of this description.

(2) The sons of Europeans and Eurasians are now admissible under the rules, and 20 are allowed to be admitted free, provided they are unable to pay the tuitional fee.

(3) The curriculum has been so modified (under a Government Order passed in October 1893) that whereas formerly five hours a week were given to English, these are now restricted to three.

(4) Blacksmith's work was introduced in August 1893, and the managing committee was fortunate enough to secure the services of a very competent man from the railway workshops.

171. Until receipt of the Government Order dated 21st October 1893, by which the teaching of English was reduced, the time table was as follows :—

English	5	hours a week.
Vernacular	5	ditto.
Arithmetic	5	ditto.
Drawing	10	ditto.
Carpentry or smith's work	10	ditto.

The two hours which were then taken from English have since been given to drawing and carpentry.

172. *Enrolment.*—The accompanying table shows how the enrolment and attendance stood on 31st March 1894 :—

Total on the rolls.	Average monthly enrolment.	Average daily attendance.	Percentage of attendance.
135	122	94	77

One hundred and thirty-six boys were admitted during the year, making, with the 151 admitted in the five months that commenced with 1st November 1892 and ended with March 1893, a total of 287 admissions in 17 months. Out of these 287 students, 50 left in the five months of 1892-93 and 102 within the year under report. The Head-master attributes the large number of withdrawals during the past year to the reduction of the hours devoted to English. He says that in the month after the order came the number fell from 131 to 113. On the whole, however, the progress in enrolment and attendance has not been unsatisfactory. The number of pupils on the rolls on the 31st March 1894 was 135 against 101 on the previous year; and out of these 135 students, 89 were sons of artisans who paid no fees against 46 students who paid fees, and whose parents belonged to other callings. A more rapid rate of progress would be hardly practicable without putting up a much larger building than the one at present occupied, and adding to the present tuitional staff.

173. *The Blacksmiths' branch.*—This branch, which was opened in August 1893, is far more popular with the bulk of the students than carpentry. The reason perhaps may be that the wages earned by an ironsmith are greater than those usually earned by a carpenter. The Head-master reports as follows :—"A large number of boys are anxious to join this (the blacksmiths') department, but I am unable at present to comply with the wishes of all. They are being gradually transferred from carpentry to the blacksmiths' shop as vacancies arise by the withdrawal of boys. The result of this will be that the course of instruction in blacksmith's work will not be uniform for any one class, and boys who will eventually take up that trade will have to go on with carpentry for an indefinite period, and acquire proficiency in neither subject. Even the present number of boys is too large for the teacher to manage." Commenting on these words, the Circle Inspector adds that a second teacher of smith's work is required just as a second carpentry instructor was appointed from the first.

174. Of the 89 students whose fathers were artisans, 7 were sons of carpenters, 7 of blacksmiths, 2 of tinsmiths, 21 of fitters, 9 of turners, 3 of moulders, 7 of painters, 2 of watch-makers, 7 of shunters and engine-drivers, 8 of rivetters, 3 of sawyers and 13 men of other trades. The remaining 46 students, all of whom paid fees, were sons of shopkeepers, teachers, cultivators, and clerks.

175. Classified according to religion, 71 were Hindus, 51 Muhammadans, and 13 Christians. Among the 71 Hindus, the following castes are represented :—15 Brahmans, 2 Baids, 2 Khatris, 11 Kayasths, 2 Bhats, 2 Baniyas, 10 Lohárs, 7 Ahirs, 4 Lodhs, 5 Barhais, 3 Telis, 4 Kahars, 1 Kori, 1 Tumboli, 1 Sonar, and 1 Mali.

176. *Expenditure and income.*—The sum of Rs. 4,930-15 1 was expended during the year on salaries and contingencies, of which Rs 58-1-6 were obtained from fees and from the sale proceeds of spikes. The incidence of cost per scholar, notwithstanding the increase in the establishment, has decreased from Rs. 47 to Rs. 39. The following extract from the report by the Circle Inspector (who is one of the members of the committee of management) shows how the income might be increased :—"Spikes, bolts, and rivets are now made in the school, and in consequence the stock in hand keeps on increasing. Spikes can readily be sold in the bazar, but unless the Public Works Department takes the bolts, rivets, and nuts, which can, if necessary, be made to any specification, there is practically no sale for them. If the engineers of the Public Works Department can be induced to purchase these articles, this will be a permanent source of income to the school, out of which tools, waste materials, and other necessaries can be purchased."

177. *Manufacture of apparatus and appliances.*—In the three practical branches of the school work efforts are being made to keep the school supplied with apparatus

and appliances, which would otherwise have to be bought. On this point the Inspector writes as follows:—"Certain tools and implements, such as a stock with a complete set of taps and dies, a beam scale, hammer, and tongs, have been made in the blacksmiths' shop, and a hand-drilling machine will soon be ready.

"Four models in the drawing classes have been made in the carpenters' shops, and others are in course of preparation.

"An extra set of drawing copies, some projections, plates, and standards for the carpentry class in carving and joinery were prepared by the head drawing-master."

The school has also been of great assistance in preparing sets of scientific apparatus for those zila and aided schools in which Science classes have been opened. One nearly complete set has been sent to Moradábad, the whole of which was prepared in the Industrial school, excepting the glass and brass work, which was made by outside artisans. A similar set is now being prepared for the zila school at Aligarh. "If a metal-turning and screw-cutting lathe were furnished to the school, most of the brass work could be done in the school also, and the boys would thus have opportunities of watching the several processes and assisting in the work generally."—(Extract from Inspector's report.)

178. *Committee and staff.*—The committee of management originally appointed consisted of the Superintending Engineer, the Superintendent of the Locomotive Workshops in the Oudh and Rohilkhand Railway, and the Director of Public Instruction. In the year under report the Inspector of the Oudh Circle was added to the committee. The satisfactory progress that the school has made is due to the good work done by the tuitional staff, amongst whom the Inspector especially commends the Headmaster (Tara Prasanno Banerji), the chief drawing-master (Radha Kissen,) and Chedi Mistri, the ironsmith instructor.

179. *Building.*—The school is still carried on in the Wingfield Manzil, which was lent to the Government for that purpose by the talúkdárs of Oudh. Until a large new building is erected on the opposite side of the road, it will not be possible to add materially to the numbers and usefulness of the school. It was a matter of great convenience, considering the precipitate haste with which the school was opened in October 1892, to find a building so close to the site selected for the permanent location of the school. But if the school is to be developed beyond its present operations, a larger and more suitable building will be necessary. "Some of the class rooms," as the Inspector reports, "are too small, and the verandah used for the drawing class is not at all suitable, being very dark. Also the verandah used for the blacksmiths' shop is too narrow." There are a great many small rooms in the Wingfield Manzil which could be used for boarders, and applications have already been received from persons residing at distances from Lucknow. In fact, when the new building is erected, the main or only use of the Wingfield Manzil will be that of a boarding-house for outside students.

SECTION VIII.—THE EDUCATION OF SPECIAL CLASSES.

SUB-SECTION 1.—*Schools under the European Code.*

180. European schools have a special code of their own, and are on quite a different footing from Anglo-Vernacular schools attended by students of purely Indian parentage. None of these schools are under public management or are wholly maintained by the State. Almost all, however, receive grants-in-aid under the code specially provided for this purpose, and all undergo each year two kinds of public test—(1) the annual oral examination held by the Inspector of European Schools *in situ*; and (2) the annual written examination in the Primary, Middle, and High standards respectively held at certain selected centres by a Board of Examiners appointed by the Education Department.

181. The office of Inspector of European Schools was held during the greater part of the year under report by Mr. C. Dodd, who was also the Inspector of the Rohilkhand and Kumaun Divisions. This gentleman after a long and meritorious service retired on pension on 28th February 1894. Mr. Boutflower, who up to that time had been Inspector of the 1st Circle (Meerut, Agra, and Bundelkhand), was at his own request transferred to Mr. Dodd's appointment, as he preferred the work of European Schools. Under the new scheme, if this is sanctioned, the Inspector of European schools will be relieved of the Rohilkhand Division, and have only the Kumaun Division, in addition to the European schools. The relief which this arrangement will afford is much to be desired; for the number of European schools aided under the code has risen from 30 to 42, and this entails much additional labour on the Inspector. Were it not for the very great help that for several years past has been rendered by Mr. Wright, the Principal of the Benares College, in carrying out the annual written examination in the three standards named above, it would have been impossible for the Inspector to get through the work.

182. The following table shows for the last two years the attendance in each section at the aided European schools :—

	High section.		Middle section.		Primary section.		Infant department.		Total.	
	1894.	1893.	1894.	1893.	1894.	1893.	1894.	1893.	1894.	1893.
Boys	73	93	428	325	706	604	148	190	1,355	1,212
Girls	51	70	353	343	579	375	319	148	1,302	936
Total ...	124	163	781	668	1,285	979	467	338	2,657	2,148

The large increase in attendance in all sections except the High is due to the fact already alluded to that twelve more schools have come into the aided list, and a thirteenth school is expected to be added shortly, the school at Chunar, in the Mirzapur district, about which there has been some correspondence of late.

183. The proportion of students attending schools in the hills as compared with those in the plains will be seen from the figures given below, which, however, do not include students enrolled in the Infant department :—

	Boys.		Girls.	
	1894.	1893.	1894.	1893.
In the hills	720	561	332	325
„ plains	487	461	651	463
	1,207	1,022	983	788

184. The State expenditure on these schools, disbursed partly in grants earned under the code, and partly in help given in charity to indigent children, is shown in the following table for the last two years. This table does not include expenditure on account of scholarships :—

Class of schools.	Number of schools.	Grants earned under the Code.	Grants under article 28 of the Code (Final Standard examination) and article 53.	Payments for school fees and boarding charges of indigent children.	Total.
Boys.		Rs.	Rs.	Rs.	Rs.
High ... 1894 ...	12	33,654	2,535	3,025	39,214
High ... 1893 ...	9	27,366	5,160	2,749	35,275
Middle ... 1894 ...	2	2,230	...	377	2,607
Middle ... 1893 ...	2	2,557	...	265	2,822
Primary ... 1894 ...	6	10,291	...	1,929	12,220
Primary ... 1893 ...	5	7,860	...	2,181	10,041
Total ... 1894 ...	20	46,175	2,535	5,331	54,041
Total ... 1893 ...	16	37,783	5,160	5,195	48,138
Girls.					
High ... 1894 ...	11	30,132	3,750	1,510	35,392
High ... 1893 ...	9	26,368	6,090	1,460	33,918
Middle ... 1894 ...	1	5,271	...	1,375	6,646
Middle ... 1893 ...	2	5,325	...	645	5,970
Primary ... 1894 ...	10	12,431	...	2,012	14,443
Primary ... 1893 ...	3	2,320	...	...	2,320
Total ... 1894 ...	22	47,834	3,750	4,897	56,481
Total ... 1893 ...	14	34,013	6,090	2,105	42,208
GRAND TOTAL ... 1894 ...	42	94,009	6,285	10,228	1,10,522
GRAND TOTAL ... 1893 ...	30	71,796	11,250	7,300	90,346

The total expenditure has therefore risen from Rs. 90,346 to Rs. 1,10,522, and this is chiefly due to the facts (1) that the following schools, *viz*, Oak Grove and Philander Smith Institute (Mussoorie), St. Francis' School (Lucknow), St. Aloysius' School (Agra), and St. John's School (Meerut), have for the first time been placed on the

the grant-in-aid list; and (2) that the Railway schools at Saháranpur, Tundla, Cawnpore, Ghíziabad, Aligarh, and Mogal Sarái have had their grants restored to them with retrospective effect. The special grants given by the State towards the education of indigent European and Eurasian children amounted last year up to 31st March 1894 to Rs. 10,228 against Rs. 7,300 in the year ending with 31st March 1893.

185. The average cost to Government of each scholar in average attendance is shown below for the last two years:—

	Boys.		Girls.	
	1894.	1893.	1894.	1893.
High Schools	37	41	46	49
„ Middle	28	31	39	35
„ Primary	60	36	39	30
Total ...	40	39	43	45

The incidence of cost per scholar has therefore been practically the same for the last two years, each boy having cost the Government one rupee more, and each girl two rupees less. Among the sources of private income are included tuition charges, boarding charges, donations from missionary societies, and proceeds of endowments.

186 *The Vernacular as a class subject.*—The subjects for which grants can be earned are sub-divided into (*a*) the elementary or compulsory; (*b*) class subjects, which are optional, but which, if taken up at all, must be taken up by the *entire class*; (*c*) special subjects, which are not merely optional, but can be taken up by individual students, whether the entire class takes them up or not. The vernacular languages of this province were until October 1893 among the special subjects. From the date named they have, with the approval of Government, been made *class* subjects; and whereas formerly they were not commenced even as special subjects until Standard V, they are now commenced in Standard III, or at least two years earlier. A capitation grant of Rs. 3 is allowed for passing in Urdu or Hindi in Standards III and IV (Primary); and in the Middle and High schools the same grant is given as that prescribed in the code. The utility of this addition to the list of class subjects scarcely admits of question; for next to English no language can be of greater service to those whose lot has been cast in India than the vernacular or vernaculars of this province—vernaculars which are widely used not only in the North-Western Provinces and Oudh, but in Behar, the Panjab, and the Central Provinces. Urdu has never been a popular study at European schools. Nevertheless, almost all the schools have now taken up either this or Hindi, the only exceptions, so far as I know, being St. Fidelis' Orphanage and Oak Grove at Mussoorie, and the Ramnee Convent and the Priory Boys' School at Naini Tal. As this was the first year in which students were presented for examination in Urdu or Hindi, the results in the Inspector's oral examination were not good; but the teaching will no doubt improve by degrees, especially when a paper in one of the vernaculars is set, as it will be in 1895 and future years, for the Primary Scholarship examination held at the close of each calendar year. The poor boys and orphans who are educated in St. Fidelis' Orphanage, and who have to make their way in the world against unusual difficulties, would derive more benefit (one would suppose) from learning one of the vernaculars of the country than from the study of Latin or French.

187. *Result of Entrance Examination.*—A few schools attended by Europeans and aided under the code sent up candidates for the Entrance Examination of the University; but it was ruled several years ago that no capitation grant should be given for such students, as it was believed that the High or Final standard laid down in the code was more suitable for students of European or East Indian parentage. The number of candidates who appeared last April for the Entrance Examination is given below:—

	Presented.	Passed.
Boys' High School, Allahabad	6	1
St. Joseph's Collegiate School, Allahabad	2	1
St. Peter's Collegiate School, Agra	3	1
Total ...	11	3

In the previous year the number of candidates presented was 13 and the number of passmen 10. But the schools which sent up candidates that year were four in number, and, with one exception, they were not the same schools as in 1894. The only school which has presented candidates for two years in succession is St. Joseph's Collegiate school, Allahabad.

188. Since the above rule was passed restricting the capitation grant to those students who take up the High standard of the European Code, and refusing any grant to those who pass the University Entrance Examination, the new examination, called the "School Final," has been established in this province. This scheme was prepared for the benefit of Anglo-Vernacular schools, and not for that of European ones. It is open

to question, however, whether European schools might not be permitted to prepare for this examination if they prefer it, and be allowed grants for so doing on the same scale as the grants given for the High standard of the European code. In the subjects of Mathematics, History, General and Physical Geography, Elementary Science, and Drawing, the School Final Examination of Anglo-Vernacular schools proceeds on very much the same lines as the High standard examination of the European code. The English literary text-books in the "High standard" are (it is true) of a more advanced character than those in the "School Final;" but the Urdu course is a good deal lower. The great benefit that European and East Indian students might derive from studying for the School Final in preference to the High standard would be the impetus that would be given to the study of Urdu. Competing, as they would, with native students, to whom this language is of course much easier, they would be forced to aim at reaching the same level of proficiency: and I think there is no doubt that one of the causes which have made it difficult for young men from European schools to find a suitable career in their own country has been their inability to read and write the vernacular with the same facility as natives. There is scarcely any kind of occupation in which such knowledge would not be useful to them. If the European schoools were allowed to take up either course, and received as much encouragement for the one as the other, it is possible that the two examinations might eventually merge into one, and the department would thus be saved the labour of holding the High standard examination.

189. I come now to the subject of the written examinations held annually in December in the three main standards of the European code, *viz.*—

(1) The Primary Standard (Standard IV).
(2) The Middle Standard (Standard VII).
(3) The High Standard (Standard VIII).

These three public examinations are held simultaneously at certain selected centres to which candidates are collected for the purpose. They were held last year in the first half of December, a superintendent being appointed to each centre by the Director of Public Instruction. A separate Board of Examiners is appointed to prepare the papers and examine the answers for each standard. The examiners are chosen from the same class of professors and masters as those selected for the Entrance Examination of the University. In the past year the fee receipts paid by the candidates for admission to the examination came to Rs. 2,141 as against Rs. 2,051 in 1892 and Rs. 1,096 in 1891. Unaided as well as aided schools are permitted to prepare candidates for these examinations, and among the unaided schools, as will be seen in the results recorded below, a very prominent place is taken by La Martiniere Boys' School, Lucknow.

190. *The Primary Standard Examination.*—The following tables show the results school-wise of the last examination :—

TABLE A.

	Name of Institution.	1892. Candidates.	1892. Passed.	1892. Percentage.	1893. Candidates.	1893. Passed.	1893. Percentage.	Remarks.
For boys.	St Peter's College, Agra	8	2	25	5	3	60	
	Colvin Free School, Allahabad	2	1	50	8	8	100	
	European School, Katra ,, ...	...	...	...	2	2	100	One girl.
	All Saints' School, Allahabad	...	...	...	3	3	100	
	St. Joseph's School ,, ...	...	..	...	1	1	100	
	La Martinière College, Lucknow	25	19	76	45	40	89	
	St. Francis' School ,, ...	...	...	...	5	3	60	
	Oak Grove School, Mussoorie	8	4	50	12	11	92	Three girls who pass, one absentee.
	Fair Lawn ,, ,, ...	...	...	...	4	3	75	
	St George's College ,, ...	9	...	...	3	1	33	Two absentees.
	Philander Smith Institution, Mussoorie ...	...	...	...	7	2	29	Ditto.
	Boys' Diocesan School, Naini Tal ...	7	4	57	15	8	53	Ditto.
	The Priory Boys' ,, ,, ...	12	9	75	8	5	63	One ditto.
	St. Joseph's Seminary ,, ...	2	1	50	1	1	100	
	The Convent School ,, ...	1	...	...	...	...	...	
	The Oak Openings School ,, ...	...	...	...	13	6	46	Five absentees.
For girls.	Canning School, Agra	...	...	...	1	1	100	
	Catholic Girls' Free School, Allahabad ...	...	...	...	2	1	50	
	St. Mary's Convent, Allahabad	...	...	...	1	...	...	
	Girls' High School ,, ...	2	...	..	7	5	71	
	La Martinière Girls' School, Lucknow ...	7	6	86	6	6	100	
	Loretto Convent, Lucknow	...	...	...	2	2	100	
	Girls' Diocesan, Naini Tal	8	7	88	6	6	100	
	Wellesley's Girls' School, Naini Tal ...	2	...	...	...	...	...	
	Total ...	93	53	59	157	118	75	

TABLE B.

	Name of Institution.	Number of candidates.	Passed.				Remarks.
			Grammar.	Dictation.	Geography.	Arithmetic.	
For boys.	St Peter's College, Agra	5	5	5	4	4	
	Colvin Free School, Allahabad	8	8	8	8	8	
	European School, Katra „	2	2	2	2	2	One girl.
	All Saints' School, Allanabad	3	3	3	3	3	
	St Joseph's School „	1	1	1	1	1	
	La Martinière College, Lucknow	45	45	45	41	44	
	St Francis' School „	5	5	4	3	4	
	Oak Grove School, Mussoorie	12	11	11	11	11	Three girls who pass, one absentee
	Fair Lawn „ „	4	4	4	4	3	Two absentees.
	St. George's College „	3	1	1	1	1	Ditto.
	Philander Smith Institution, Mussoorie ...	7	5	5	5	2	Ditto.
	Boys' Diocesan School, Naini Tal ..	15	13	10	13	9	One absentee.
	The Priory Boys' School „	8	7	7	7	2	
	St. Joseph's Seminary „	1	1	1	1	1	Five absentees.
	The Oak Openings School „	13	8	8	6	6	
For girls.	Canning School, Agra	1	1	1	1	1	
	Catholic Girls' School, Allahabad	2	2	2	2	1	
	St Mary's Convent „	1	1	1	1	...	
	Girls' High School „	7	7	7	7	5	
	La Martinière Girls' School, Lucknow ...	6	6	6	6	6	
	Loretto Convent, Lucknow	2	2	2	2	2	
	Girls' Diocesan School, Naini Tal	6	6	6	6	6	
	Total ...	157	144	140	135	122	

191. Commenting on the above results, the Registrar of the examination has given the following remarks :—

"This examination was first organized in 1889, when only five candidates appeared. The numbers of competitors in 1890, 1891, 1892, and 1893 were 20, 28, 93, and 157 respectively, showing conclusively the extraordinary popularity which this examination has now attained. Not only have the numbers of candidates progressively increased, but the numbers of *successful* candidates have increased in a similar progression, so that in December 1893, of 157 enrolled no less than 75 per cent. were successful. If absentees are excluded, the percentage of success amongst the competitors is 82·6. Further, of the 118 successful candidates, no less than 79 passed in the 1st division, and 12 scored 200 marks or over out of a maximum of 250. The standard and subjects of this examination have never been changed since 1889, whilst the Middle and High standards have been considerably raised, and are very much altered and improved. It seems clear that the schools concerned have improved so much under the stimulus of a public written examination that the present standard is now too easy, and might with advantage be raised. The subjects taken up under the scheme laid down on page 29 of the code are too few, and they might certainly now be increased."

Certainly some increase is now desirable, and this will necessarily be made in the examination of 1895 and future years, since in the year under report Urdu and Hindi were made class subjects, and must therefore be included henceforth in the Primary standard examination, as other class subjects are in the Primary and higher standards.

192. Seventy out of the 157 boys or girls who were examined gained enough marks to make them eligible for scholarships; but only eight scholarships were available. The Colvin Free School, Allahabad, takes the lead in this examination, since not only did it pass all its candidates, but seven out of the eight presented were among the first 15 in the order of merit. The Oak Grove school, Mussoorie, also takes a conspicuous place, having passed all the 11 competitors, three of whom were highly placed in the list of results. La Martinière Boys' School, Lucknow, sent up a very large number of candidates, 45, and all of these, except five, came out successful.

Among the girls' schools, the lead is taken by the Girls' Diocesan School, Naini Tal, and the Girls' La Martinière, Lucknow, both of which sent up six candidates, and passed all of them.

193. *The Middle Standard Examination.*—This examination is open to all students from aided or unaided schools who have completed the course of study pertaining to Standard VII in the European code. The results are shown in tables A and B given below :—

TABLE A.

	Name of Institution.	1892. Candidates.	1892. Passed.	1892. Percentages.	1893. Candidates	1893. Passed.	1893. Percentages.	Remarks.
For boys.	St. Peter's College, Agra	...	...	...	4	2	50	One absentee.
	St. Joseph's School, Allahabad	2	...	...	...	...	...	
	La Martinière College, Lucknow	31	24	77	27	17	63	One turned out for using unfair means.
	St. Francis' School ,, ...	..	...	...	2	...		
	St George's College, Mussoorie	6	2	33	6	1	17	
	Philander Smith Instn. ,, ...	...	..	...	7	5	71	Two absentees.
	St. Fidelis' School ,, ...	...	...	...	4	...	...	
	Fair Lawn School ,, ...	...	...	...	1	...	...	
	Oak Grove School ,, ...	1	..	...	2	1	50	
	Priory School, Naini Tal	6	...	...	3	...		Three absentees.
	Boys' Diocesan School, Naini Tal	3	3	100	8	2	25	
	Oak Openings School ,, ...	5	3	60	2	1	50	
	Private	1	...	...	...	...	...	
For girls.	Girls' High School, Allahabad	9	7	77	9	6	67	
	The Convent School ,, ...	1	...	...	...	...	...	
	La Martinière Girls' School, Lucknow ...	2	2	100	5	3	60	
	Loretto Convent School, Lucknow	...	...	...	2	1	50	
	Girls' High School, Cawnpore	...	...	...	3	.	...	
	Caineville School, Mussoorie	5	1	20	3	1	33	
	Girls' Diocesan School, Naini Tal	10	8	80	6	2	33	
	Wellesley's Girls' School, Naini Tal	5	3	60	5	2	40	
	Private	...	...	...	1	...	...	
	Total ...	87	53	62	100	44	44	

TABLE B.

	Name of Institution.	Number of candidates.	Compulsory subjects. Passed. English.	2nd Language.	Hisy. & Geog.	Arithmetic	Optional subjects. Mathematics. Candidates.	Passed.	Physics. Candidates.	Passed.	2nd Language. Candidates	Passed.	Free-hand Drawing. Candidates.	Passed.	Geometrical Drawing. Candidates	Passed.	Music. Candidates	Passed.	Domestic Economy. Candidates.	Passed.	Remarks.
For boys.	St. Peter's College, Agra ...	4	3	2	2	3	4	2	...	...	1	...	2	2	3	...	...	..	..	.	One absentee.
	La Martinière ,, Lucknow	27	25	19	22	20	27	20	27	21	27	15	...	...	27	25	.	..	...	...	One turned out.
	St. Francis' School ,, ...	2		1	.	...	2	...	2	...	...	...	...	...	...	...	...	...	.	..	
	St. George's College, Mussoorie	6	4	1	3	5	6	6	6	4	...	...	6	2	6	2	...	...	.	..	
	Philander Smith Instn., ,, ...	7	5	5	5	5	7	5	7	5	6	3	..	..	7	3	..	..	..	.	Two absentees.
	St. Fidelis' School ,, ...	4	3	..	1	3	4	3	...	...	...	...	2	1	...	...	...	...	...	...	
	Fair Lawn ,, ,, ...	1	..	1	...	1	..	...	...	...	...	...	.	.	...	..	...	...	..	...	
	Oak Grove ,, ,, ...	2	2	1	1	2	2	2	2	1	...	...	2	2	2	2	...	...	...	...	
	The Priory School, Naini Tal ...	3	...	...	...	...	3	...	..	...	...	...	1	...	3	...	...	...	...	..	All absent.
	Boys' Diocesan ,, ,, ...	8	8	4	2	6	8	7	8	..	2	1	6	1	8	4	...	..	...	...	
	Oak Openings ,, ,, ...	2	2	1	2	2	2	2	2	1	2	...	..	..	2	2	...	..	...	...	
For girls.	Girls' High School, Allahabad	9	9	9	6	9	...	...	...	...	...	.	9	8	9	4	9	7	9	7	
	La Martinière Girls' School, Lucknow	5	5	5	4	4	...	...	...	...	4	4	4	2	...	...	5	2	5	4	
	Loretto Convent School, Lucknow	2	2	1	2	1	2	...	...	...	...	...	2	1	..	...	...	..	2	2	
	Girls' High School, Cawnpore	3	3	1	2	...	3	1	...	...	...	.	..	...	...	...	...	...		...	
	Caineville School, Mussoorie ...	3	1	2	2	2	...	...	...	...	..	.	1	.	..	...	...	..	3	...	
	Girls' Diocesan School, Naini Tal	6	5	4	2	4	4	2	...	...	2	2	3	2	1	...	3	2	6	...	
	Wellesley's Girls' School ,, ...	5	5	4	3	3	5	3	...	...	...	...	1	1	5	5	4	2	5	5	
	Private	1	1	1	...	1	1	...	...	...	...	...	..	...	...	...	...	...	...	...	
	Total ...	100	83	62	69	71	80	58	54	32	44	25	39	22	73	47	21	13	30	18	

194. From table A it will be seen that the number of candidates increased from 87 to 100, but the percentage of passes fell from 62 to 44, or (if the absentees be excluded) from 62 to 47. This percentage is calculated on the number of passmen in the *compulsory* subjects, *viz.*, English, a Second Language, History and Geography, and Arithmetic. In English and Arithmetic the number of passmen was large, making a percentage of 83 and 71 respectively. The chief falling off occurred in History and Geography, and next to that in the Second Language. No explanation has been given of this fact, and I am unable to assign any cause. The prospectus of the examination was circulated in September 1892, although the year's work commenced in January 1893, and ended in December of the same year. Among the optional subjects, those which had the largest number of followers were Mathematics, Geometrical Drawing, Elementary Physics, and Freehand Drawing from the flat, and in each of these the number of passmen was either equal or above the average.

195. In this examination, the Philander Smith Institute, Mussoorie, appeared for the first time last year, and acquitted itself very well, passing all its candidates. La Martinière Boys' School, Lucknow, sent up no fewer than 27 competitors, and passed all but 10. The Boys' Diocesan School, Naini Tal, did badly, having passed only two out of eight.

Among the girls' schools, the most successful were the Girls' High School, Allahabad, and La Martinière Girls' School, Lucknow.

196. *High Standard Examination.*—This is the last or final standard of the European code, but it must not be confounded with the "School Final" alluded to in para. 188. The results of this examination for the last three years will be seen from tables A and B given below :—

TABLE A.

	Name of Institution.	1891.			1892.			1893.			Remarks.
		Candidates.	Passed.	Percentage.	Candidates.	Passed.	Percentage.	Candidates.	Passed.	Percentage.	
For boys.	St. Peter's College, Agra ...	2	1	50	6	4	67	6	1	17	
	Boys' High School, Allahabad ...	8	3	37	5	1	20	1	.	...	
	St. Paul's College, Agra	...	...	...	3	...	...	...	...	...	
	La Martinière College, Lucknow ...	...	...	...	30	21	70	28	17	61	One turned out.
	St. George's College, Mussoorie ...	20	6	30	16	2	12	14	3	21	One examination disallowed.
	Fair Oaks School „ ...	.	..	...	1	...	.	9	...	...	
	St. Fidelis' „ „ ...	12	2	16	8	2	25	3	...	...	
	St. Joseph's Seminary, Naini Tal ...	6	3	50	1	...	...	3	1	33	
	Oak Openings School „ ...	3	..	...	3	2	67	4	..	...	
	The Priory „ „ ...	...	...	...	1	1	100	4	...	...	All absent.
	Boys' Diocesan „ „ ...	5	1	20	6	3	50	4	...	...	
	Private	1	...	...	6	1	16	2	1	50	
For girls.	St. Mary's Convent, Allahabad ...	1	1	100	1	...	...	...	.	...	
	Girls' High School „ ...	5	1	20	6	2	33	6	.	...	
	Station School, Ghazipur ...	...	...	...	3	...	...	1	...	...	
	La Martinière Girls' School, Lucknow	5	5	100	7	5	71	4	3	75	
	Loretto Convent, Lucknow ...	...	...	...	1	1	100	1	1	100	
	Girls' High School, Cawnpore ...	...	...	...	2	1	50	...	.	...	
	Caineville School, Mussoorie ...	2	1	50	...	...	...	...	...	...	
	The Convent, Naini Tal	4	1	25	1	1	100	2	...	...	
	Girls' Diocesan School, Naini Tal ...	5	5	100	10	8	80	10	4	40	
	Wellesley's Girls' School „ ...	6	2	33	7	5	71	5	1	20	One absentee.
	Private	...	...	...	1	...	...	...	..	...	
	Total ...	85	32	39	125	60	49	107	32	30	

TABLE B.

High Standard Examination of European Schools, North-Western Provinces and Oudh, 1893.

	Name of Institution.	Number of candidates.	Compulsory subjects. Passed. English.	Second Language.	Arithmetic.	Mathematics.	History.	Geography.	Optional subjects. Trigonometry. Candidates.	Passed.	Science. Candidates.	Passed.	Second Language. Candidates.	Passed.	Geometrical Drawing. Candidates.	Passed.	Free hand Drawing. Candidates.	Passed	History. Candidates	Passed.	Mathematics. Candidates.	Passed.	Political Economy. Candidates.	Passed.	Domestic Economy. Candidates.	Passed.	Music. Candidates.	Passed.	Book-keeping. Candidates	Passed.	Remarks.
For Boys.	St Peter's College, Agra	6	5	2	3	4	...	3	6	2	6	4	...	...	...	...	..	...	5	2	...	...	6	1	..	...	.	...	6	2	
	Boys' High School, Allahabad	1	1	1	1	...	...	...	.	..	1	...	...	...	..	...	...	...	1	...	...	.	1	...	...	...	..	...	..	..	
	La Martinière College, Lucknow	28	26	18	21	20	...	24	27	6	28	24	28	19	28	23	...	...	25	7	...	..	1	1	..	...	..	...	..	..	One turned out.
	St George's College, Mussoorie	14	7	10	8	5	.	8	4	...	14	9	..	...	..	...	11	2	8	...	.	..	1	1	..	...	..	...	14	1	One examination disallowed.
	Fair Oaks School „	9	3	1	2	2	...	1	6	..	5	...	..	...	2	2	5	...	2	...	.	..	5	2	..	...	...	...	3	1	
	St. Fidelis' School „	3	1	1	..	1	..	2	...	...	...	...	...	..	..	...	...	...	3	1	...		3	1	..	...	.	...	...		
	St Joseph's School, Naini Tal	3	3	3	2	2	...	1	...	...	1	...	...	...	3	2	2	...	2	1					..	...	.	...	2	2	
	Oak Openings School „	4	2	4	3	1	...	1	4	...	4	4	1	...	4	2	4	..	3			...	..	...	..	...	.	...	...	...	
	The Priory School „	4	..	...	..	...	...	...	...	...	..	...	...	...	4	...	1	...	4			...	..	...	..	...	.	...	...	...	All absent.
	Boys' Diocesan School „	4	2	...	3	1	...	1	...	...	4	...	1	1	3	2	4	...	3		..		..	...	..	...	.	...	...	...	
	Private	2	2	2	1	1	...	2	...	..	2	2	1	...	...	...	...	..	1	1	...	...	2	1	...	...	...	...	2	1	
For Girls.	Girls' High School, Allahabad	6	6	6	4	...	...	3	...	...	...	...	...	...	5	1	6	...	..		..	...	...	...	6	6	1	1	...	.	
	Station School, Ghazipur	1	...	1	..	.	...	...	..	..	...	...	...	...	...	...	1	...	.	.	...	...	..	...	1	...	.	...	..	..	
	La Martinière Girls' School, Lucknow	4	4	4	3	..	4	4	...	...	...	...	4	4	...	.	1	1	..	...	..	...	4	4	4	4	4	2	3	3	
	Loretto Convent School, Lucknow	1	1	1	1	...	1	1	...	.	...	...	...	...	1	...	1	1	1	1	1	.	...	...	1	1	...	.	1	1	
	Girls' Diocesan School, Naini Tal	10	8	7	7	...	4	6	...	...	8	4	...	..	...	...	5	2	5	3	5	3	.	...	9	7	9	3	...	...	One absentee.
	Wellesley's Girls' School „	5	4	4	2	...	2	2	...	...	3	3	...	...	3	...	1	...	2	1	2	1	4	3	4	4	3	2	..	..	
	The Convent School „	2	2	1	...	...	2	2	...	...	...	...	...	...	2	...	2	...		...	...	...	...	...	2	2	2	2	..	..	
	Total ...	107	77	66	61	37	13	61	47	8	76	50	35	24	55	32	44	6	69	17	8	5	44	18	27	24	19	10	31	11	

197. From table A it will be seen that the number of candidates was 107 against 125 in 1892. St. Paul's College, Agra, St. Mary's School, Allahabad, and the Girls' High School, Cawnpore, sent up no candidates last year, and this will amply account for the falling off in the number of candidates. It is remarkable that while the Primary and Middle standard examinations drew a larger number of candidates than appeared in any previous year, the High standard examination drew a smaller one than in the year 1892. Possibly the absence of the three schools named above may be only temporary. Excluding absentees, 100 candidates competed, of whom 32 per cent. passed, the corresponding percentages in the years 1892 and 1891 having been 49 and 39 respectively. Between the percentage of passmen in the year 1891 and that in the year 1893, the difference is slight. The year 1892 was rather an exceptional one; for in that year Book-keeping by single entry could count for full marks as a separate subject from Book-keeping by double entry; Physics could similarly be separated from Chemistry; and Freehand drawing from the flat could count separately from Freehand drawing from the solid. The year 1893 was the first year in which the revised curriculum (as described in paragraph 162 of my Annual Report for 1892-93) was carried out in its entirety. The paragraph runs as follows:—"The subject of Book-keeping can no longer be split up into two parts—one by single, and the other by double entry; henceforth a candidate must take up both or neither. Similarly Freehand drawing can no longer be split up into drawing from the flat and drawing from the solid. Physics and Chemistry, instead of being separate subjects, are grouped together into a single paper on Science, as in the School Final Examination for Anglo-Vernacular schools." The above changes (which were in fact a reversion to the original terms of the code and not a departure from it) increased the difficulty of the examination for the classified list, since *two* optional subjects must be passed in addition to the compulsory ones in order to get a certificate. This alone is sufficient to account for the fall of percentage in 1893 as compared with that in 1892. This too may explain the absence of the three schools named above from the examination, as they may have thought it better not to appear at all rather than incur the probabilities of failure.

198. "There is, however," as the Registrar remarks in his report, "another way of looking at the matter, *viz.*, that the examination is not only for the certificate given to those who pass on the classified list, but it is also a means of obtaining money grants under the code. This is the light in which most of the schools competing seem principally to have regarded the examination, judging from the number of optionals taken up by the candidates. In 1893, 106 candidates took up 457 optionals, or 4·3 apiece; in 1892, 124 candidates took up 514 optionals, or about 4·2 apiece. In 1892 they were comparatively successful on account of the sub-division of several of these optionals, but in 1893 imperfectly prepared candidates were predoomed to failure."

199. The following extracts in reference to individual subjects and individual schools are taken from the Registrar's report:—

"As regards particular schools, La Martinière Girls', Lucknow, sent up four good candidates, of whom three passed high in class II, and the other did very well in *all* subjects except Arithmetic, in which she failed. This is an excellent result. La Martinière Boys' passed 17 out of 28, two of whom head the classified list, and eight find places among the first 12. Latin was the chief cause of the failures of La Martinière candidates both in the High and the Middle standards, and two of their boys were turned out of the examination for copying in this subject. Arithmetic and Mathematics account for almost an equal number of failures as the Second Language, some failing in all three subjects. Geometrical drawing was a great success at this school, 23 being successful, two of whom scored very high marks. The examination of one of the candidates from St. George's College, Mussoorie, has been disallowed on account of his having used unfair means in answering the paper on Book-keeping. The results of the other competing schools call for no special remarks.

"As regards subjects, 18 girls took up History as compulsory, and nine passed—a success of 50 per cent. As an optional, however, History was a great cause of failure, as only 17 passed out of 69 candidates. Another optional, *viz.*, Trigonometry, was even more disastrous, as of the 47 candidates who took it up, only eight were successful. If these 52 failures in History and the 39 failures in Trigonometry had not wasted their time in obtaining a mere smattering knowledge of these optionals, they would have had more chance of passing in the compulsory subjects and of obtaining a certificate. Geometrical drawing was a success in the High standard, 32 passing out of 55 candidates; but the Freehand drawing was disastrous, only six passing out of 44 candidates."

The examiner in French reports:—"The results were far more satisfactory last year (1892), although the paper set this year is far simpler. Very little attention seems to have been given to the text book, and *absolutely none* to turning the very simple sentences from English into French." The examiners in Latin and in Hindi find the same fault with the translation of English sentences. The results in Freehand drawing from model were very poor. Only one candidate passed; all the other candidates had no knowledge of sketching whatever. The examiner in Trigonometry

remarks :—" I notice dall through that the papers in Trigonometry were very inferior to those of 1892. The questions were of about the same standard, but the candidates who took up this subject were, with few exceptions, a great deal inferior to those of 1892. In 1892 there appeared 36 candidates in Trigonometry, of whom 18 passed."

SUB-SECTION 2.—*Education of Muhammadans.*

200. I append the form of statement that has been given in previous reports showing the names and numbers of schools attended solely or chiefly by Muhammadan students during the past year, together with the number of such students. If we omit the statistics relating to Indigenous schools, the number of schools attended by Muhammadans has been 53 against 53 in the previous year, and the number of students 2,121 against 2,035. This includes both girls and boys :—

Class of Institution.	Division.	Name of Institution.	Number of institutions.	Number of scholars on the roll on 31st March 1894.	
				Total.	Muhammadans.
College ...	Meerut ...	Muhammadan Anglo-Oriental College, Aligarh	1	152	122
Secondary...	,, ...	Muhammadan Anglo-Oriental Collegiate School, Aligarh.	1	297	231
	Oudh ...	Madrassa Alia Islamia, Lucknow ...	1	242	151
	,, ...	Husainabad School ,, ...	1	194	74
	,, ...	Free Queen's Anglo-Vernacular School, Nanpara, Bahraich	1	97	72
	,, ...	Kakori Anglo-Vernacular School, Lucknow...	1	58	40
	,, ...	Middle Class School for girls, Lucknow ..	1	18	18
	Benares ...	Chashmai Rahmat School, Ghâzipur (Oriental Department)	1	167	138
	Rohilkhand ...	Taj-ul-Madaris, Amroha	1	79	77
	Kumaun ...	Persian School, Almora	1	40	40
		Total ...	9	1,192	841
Primary ...	Agra ...	Islamia English School, Etáwah	1	108	99
	Oudh ...	Zanana Mission Agency, Lucknow ...	1	319	193
	,, ...	American Mission Girls' School, Lucknow ...	10	227	136
	,, ...	I. F. N. S. Girls' School, Lucknow ...	4	91	91
	,, ..	Girls' Schools, Fyzabad	2	62	58
	,, ...	A. M. Girls' School, Bahraich	1	20	19
	,, ...	Primary Girls' School, Lucknow ...	11	288	231
	,, ...	,, ,, Bara Banki ...	1	20	20
	,, ...	,, ,, Kheri	6	126	68
	,, ...	,, ,, Sultánpur ...	4	94	90
	,, ...	,, ,, Partábgarh ...	1	49	49
	Allahabad ...	Madrassa Islamia, Fatehpur ...	1	104	104
		Total ...	43	1,508	1,158
Indigenous	Meerut ...	...	606	6,301	6,192
	Agra ...	...	102	1,381	1,097
	Bundelkhand ...	...	21	207	197
	Oudh ..	...	640	4,438	3,934
	Allahabad ...	...	262	2,397	2,397
	Benares ..	...	192	1,612	1,612
	Rohilkhand ...	...	355	4,803	3,889
	Kumaun ...	...	...	...	...
		Total ...	2,178	21,139	19,318
		GRAND TOTAL ...	2,231	23,991	21,439

SUB-SECTION 3.—*The Colvin Talúkdárs' School, Lucknow.*

201. This school, as its name implies, was founded for the education of the sons or other near relatives of the talúkdárs of Oudh, though students of any other class can sometimes be admitted by special permission. The year under report completes the second year of its existence. The school is under the same committee as that of the Canning College, Lucknow, and is in fact an offshoot from the college named, which contributes annually towards its maintenance the sum of Rs. 7,980 from the proceeds of its own endowment. The rest of its income comes from fee receipts, the Court of Wards, and the British India Association. The institution has continued under the very able and successful management of Mr. Siddons, the Principal. His tuitional staff consists of a Headmaster, 3 assistant masters in English, one writing master, one teacher of Arabic and Persian, and one teacher of Sanskrit. Besides the regular tuitional staff, there is a Hindu religious instructor, a maulvi for the Sunni students and another for the Shias, a gymnasium instructor, and a riding-master. The schools aims, then, at giving to the students the best possible instruction in English and other modern subjects, the vernacular and classical languages of the

province, besides teaching them sports and games, gymnastics, riding, and such religious instruction as they would have received at their own homes.

202. At the close of the year under report 29 boys were attending the school, of whom 26 were boarders and 3 day scholars. The three last named are all Muhammadans, residents of Lucknow. Of the 26 boarders, 15 were Hindus and 11 Muhammadans. Since the close of the previous year the enrolment has decreased by two; but three or four new boys are expected to join in the course of the next two months. "For the Entrance Examination," as the Principal points out in his report, "we sent up two candidates, the first to appear from this school: one of them passed in the 1st division, and the other in the 2nd. One pupil went up for the English Middle Examination, and passed in the 2nd division." Considering how difficult it is to arouse the spirit of industry in a boy who knows that he is or will be the inheritor of ancestral property and that his bread will not depend on his work, these are remarkably good results, achieved, too, in the short space of two years. Industry, however, has not been confined to the three who came out well in the last public examinations. A half-yearly examination of all the students was held in December, and the annual one in April last. "The results of these examinations," as Mr. Siddons reports, "have already been submitted to the committee, and show that failure rarely occurs. "The boys have in fact worked well all through the session, and the progress made, "especially by several of the younger boys, has been most satisfactory." Cricket, foot-ball, and lawn tennis are popular; but, owing to the want of a gymnasium building, the boys continue to take little or no interest in gymnastics. In riding considerable progress has been made by those boys who have ponies; but there are still 13 boys unprovided with anything to ride.

203. The school was visited during the past year by his Honor the Lieutenant-Governor, who on the 19th February 1894 presided at the distribution of prizes, the first prize-day that has been held since the school was opened. On the 4th April it was visited by His Excellency the Viceroy, who after a close inspection of every thing recorded in the visitor's book that "he had seen the excellent arrangements of the school with great interest." A few days later it was visited by Sir Mortimer Durand, who recorded his impressions in the following words:—"The school seems to me to promise very well, and I hope it may be as great a success as the Mayo College, Ajmere. The arrangements are apparently as good as possible."

ALLAHABAD,
The 31st August 1894.

J. C. NESFIELD, M.A.,
Director of Public Instruction,
North-Western Provinces and Oudh.

GENERAL TABLES Nos. I—VII.

I.—Abstract of number of Institutions and Attendance.

II.—Abstract of Expenditure.

III.—Details of Institutions and Attendance.

IV.—Details of Expenditure.

V.—Classification of Scholars.

VI.—Results of Examinations.

VII.—Distribution of Local and Municipal Expenditure.

GENERAL TABLES Nos. III—V, RELATING TO INSTITUTIONS FOR EUROPEANS AND EURASIANS.

III.—Details of Institutions and Attendance.

IV.—Details of Expenditure.

V.—Classification of Scholars.

GENERAL TABLE I.

Abstract return of Colleges, Schools and Scholars in the North-Western Provinces and Oudh at the end of the official year 1893-94.

(For details see General Table III.)

*Area and Population.				Public Institutions.							Private Institutions.				
				University Education.		*School Education, General.*		*School Education, Special.*							
Total area in square miles.	Number of towns and villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other special Schools.	Total of Public Institutions	Advanced.	Elementary.	Grand Total.	Percentage of	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
107,502	Towns ... 484 Villages... 105,716 Total ... 1,06,200	Males ... 24,303,601 Females .. 22,601,484 Total ... 46,905,085	Institutions. For males	18	9	472	4,054	3	54	4,610	1,657	4,604	10,871	Institutions to number of Towns and villages. 10·24	
			Institutions. For females	1	...	25	263	1	2	292	..	125	417	·39	
			Institutions. Total ...	19	9	497	4,317	4	56	4,902	1,657	4,729	11,288	10·63	
			Scholars. Males ...	1,964	943	56,285	159,472	294	3,701	222,659	18,013	48,477	289,149	Male scholars to male population of school-going age. 7·93	
			Scholars. Females...	15	...	2,013	7,899	91	129	10,147	167	2,146	12,460	Female scholars to female population of school-going age. ·37	
			Scholars. Total ...	1,979	943	58,298	167,371	385	3,830	232,806	18,180	50,623	301,609	4·29	

*Census of 1891.

GENERAL TABLE II.

Abstract return of Expenditure on Public Instruction in the North-Western Provinces and Oudh for the official year 1893-94.

(For details see General Table IV.)

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								Total expenditure on Public Instruction.	Remarks.
	University Education.		*School Education, General.*		*School Education, Special.*		Total.	University	Direction.	Inspection.	Scholarships	Buildings.	Special grants for furniture and apparatus.	Miscellaneous	Total.		
	Arts Colleges.	Professional Colleges	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions. For Males ...	3,10,707	1,54,317	11,22,359	6,33,946	48,033	65,777	23,35,139	39,779	44,523	2,59,360	94,043	3,36,787	33,683	1,34,205	9,42,380	33,21,928	
For Females ...	2,460	...	2,32,300	1,03,930	4,764	955	3,44,409										
Total ...	3,13,167	1,54,317	13,54,659	7,37,876	52,797	66,732	26,79,548	39,779	44,523	2,59,360	94,043	3,36,787	33,68	1,34,2[illegible]5	9,42,380	33,21,928	
2. (*a*)—Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction.	24·6	22 3	22 0	4 4	...	4 6	77·9	...	7·6	...	4·	8 4	·7	·9	22 1	100	
(*b*)—Percentages of Local Fund Expenditure included in columns 2 17 to Total Local Fund Expenditure on Public Instruction	·3	...	25 7	37·7	3·5	1·1	68 3	...	...	17·[illegible]	1·5	9 6	·9	1·	31·7	100	
(*c*)—Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction.	4·7	...	54·2	27·7	...	·4	87 0	...	...	...	7·1	4 5	·9	·5	13·0	100	
(*d*)—Percentages on Total Expenditure on columns 2 17 to Total Expenditure on Public Instruction.	8·6	4 3	37 4	20 4	1·5	1·8	74 0	1·1	1·2	7·2	2 6	9 3	·9	3 7	26·0	100	

GENERAL TABLE II.

Abstract return of Expenditure on Public Instruction in the North-Western Provinces and Oudh for the official year 1893-94—(concluded).

(For details see General Table IV.)

1		Total Direct Expenditure on Public Instruction.							Remarks.
		University Education.		*School Education, General.*		*School Education, Special.*		Total.	
		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools		
		2	3	4	5	6	7	8	9
3. Average annual cost of educating each pupil in—		Rs. a. p	Rs. a. p	Rs. a. p.	Rs a. p.	Rs. a. p	Rs. a. p.	Rs. a. p.	
Government Institutions	Cost to Provincial Revenues	106 3 1	352 15 6	0 14 8	...	...	10 10 7	18 3 11	
	Cost to Local and Municipal Funds ...	4 9 1	...	20 11 8	5 11 4	161 11 1	4 6 3	16 7 4	
	Total Cost ...	137 13 4	373 9 2	36 4 2	9 5 11	161 11 8	20 14 3	46 6 11	
Local Fund Schools ...	Cost to Provincial Revenues	...	...	...	...	...	...	...	
	Cost to Local Funds	...	...	4 14 4	3 9 0	...	...	3 12 8	
	Total Cost ...	...	...	6 9 11	3 12 5	...	...	4 4 3	
Municipal Schools ...	Cost to Provincial Revenues	...	...	...	...	...	...	...	
	Cost to Municipal Funds	...	...	8 14 7	5 6 1	...	...	6 9 10	
	Total Cost ...	...	...	18 5 11	6 2 8		...	10 6 10	
Aided Institutions ...	Cost to Provincial Revenues	55 11 11	11 15 9	7 11 2	2 13 1	...	...	7 3 8	
	Cost to Local and Municipal Funds ...	5 13 7	...	6 7 10	3 7 4	27 9 5	5 4 4	5 6 6	
	Total Cost ...	171 9 9	38 3 8	49 12 8	16 8 7	54 12 2	12 9 1	40 12 2	
Unaided Institutions	Total Cost ...	300 4 5	33 8 0	37 5 7	5 15 11	...	9 7 7	39 0 8	
All Institutions ...	Cost to Provincial Revenues	76 3 3	147 8 7	2 4 8	0 2 7	...	7 4 9	2 1 0	
	Cost to Local and Municipal Funds ...	4 12 2	...	7 9 10	3 10 2	131 5 0	4 8 4	4 14 0	
	Total Cost ...	165 1 4	173 6 3	21 0 8	4 10 6	137 7 11	18 2 10	12 1 4	

GENERAL TABLE III.

Return of **Colleges, Schools** *and* **Scholars** *in the North-Western Provinces and Oudh for the official year* 1893-94.

Class of institutions.	PUBLIC INSTITUTIONS.							
	UNDER PUBLIC MANAGEMENT.							
	Managed by Government.				*Managed by Local Fund and Municipal Boards.*			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
UNIVERSITY EDUCATION. — English	3	555	541	506	...	...	...	...
UNIVERSITY EDUCATION. — Oriental	2	410	393	353	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
UNIVERSITY EDUCATION. — Law	2	212	176	135	...	...	...	...
UNIVERSITY EDUCATION. — Engineering	1	186	186	183	...	...	...	...
Total	8	1,363	1,296	1,177	...	...	...	...
Secondary Schools.								
SCHOOL EDUCATION, GENERAL. — For Boys — High Schools	34	7,020	6,867	5,972	1	124	112	95
SCHOOL EDUCATION, GENERAL. — For Boys — Middle Schools — English	7	728	704	595	13	1,154	1,129	962
SCHOOL EDUCATION, GENERAL. — For Boys — Middle Schools — Vernacular	...	...	...	...	307	31,044	29,783	24,416
SCHOOL EDUCATION, GENERAL. — For Girls — High Schools	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. — For Girls — Middle Schools — English	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. — For Girls — Middle Schools — Vernacular	...	...	...	...	2	48	48	36
Total	41	7,748	7,571	6,567	323	32,370	31,072	25,509
Primary Schools.								
SCHOOL EDUCATION, GENERAL. — For Boys	34	2,885	2,612	2,210	3,919	1,51,177	1,43,118	1,16,197
SCHOOL EDUCATION, GENERAL. — For Girls	...	...	...	...	124	2,854	2,773	2,189
Total	34	2,885	2,612	2,210	4,043	1,54,031	1,45,891	1,18,386
Schools for Special Instruction.								
SCHOOL EDUCATION, SPECIAL. — Training Schools for Masters	3	204	297	282	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Training Schools for Mistresses	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Medical Schools	2	243	247	229	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Industrial Schools	1	135	122	94	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Other Schools	44	2,180	2,144	1,456	...	...	...	...
Total	50	2,852	2,810	2,061	...	...	...	...
Total of Colleges and Schools of Public Instruction.	133	14,848	14,289	12,015	4,366	1,86,401	1,76,963	1,43,895

GENERAL

Return of Colleges, Schools *and* Scholars *in the North-Western*

Class of institutions.	PUBLIC INSTITUTIONS—*(concluded)*. UNDER PRIVATE MANAGEMENT. *Aided by Government or by Local Fund or Municipal Boards.* Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	*Unaided.* Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year	Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st of March.
1	10	11	12	13	14	15	16	17	18	19
Arts Colleges.										
UNIVERSITY EDUCATION. English	5	809	767	682	7	156	149	141	15	1,520
Oriental	2	49	47	37	...	...	...	...	4	459
Colleges or Departments of Colleges for Professional Training.										
Law	2	286	295	257	4	259	233	203	8	757
Engineering	...	..	...	...	...	...	...	..	1	186
Total ...	9	1,144	1,109	976	11	415	382	344	28	2,922
Secondary Schools.										
SCHOOL EDUCATION, GENERAL. For Boys. High Schools ...	44	8,694	8,489	7,277	5	1,008	889	755	84	16,846
For Boys. Middle Schools. English ...	43	4,970	4,839	3,937	8	761	741	588	71	7,613
For Boys. Middle Schools. Vernacular	7	555	551	449	3	212	217	172	317	31,811
For Girls. High Schools ...	15	1,275	1,278	1,146	...	...	...	...	15	1,275
For Girls. Middle Schools. English ...	8	705	695	648	...	...	...	...	8	705
For Girls. Middle Schools. Vernacular	...	...	...	...	...	...	...	...	2	48
Total ...	117	16,199	15,852	13,457	16	1,981	1,847	1,515	497	58,298
Primary Schools.										
For Boys	78	4,534	4,270	3,568	23	803	755	541	4,054	1,59,399
For Girls	133	4,918	4,827	3,874	6	200	197	150	263	7,972
Total ...	211	9,452	9,097	7,442	29	1,003	952	691	4,317	1,67,371
Schools for Special Instruction.										
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters.	...	...	...	...	...	...	...	...	3	294
Ditto for Mistresses.	1	91	87	87	...	...	...	...	1	91
Medical Schools ...	...	...	...	...	...	...	...	...	2	243
Industrial Schools ...	3	153	153	142	...	...	...	...	4	288
Other Schools ...	5	984	902	676	1	135	103	78	50	3,299
Total ...	9	1,228	1,142	905	1	135	103	78	60	4,215
Total of Colleges and Schools of Public Instruction.	346	28,023	27,200	22,780	57	3,534	3,284	2,628	4,902	2,32,806

PRIVATE INSTITUTIONS. 1. *Advanced teaching* :— (*a*) Arabic or Persian			1,182	12,106
(*b*) Sanskrit			433	5,676
(*c*) Any other oriental classic			42	398
2. Elementary, teaching a vernacular only or mainly ...	For Boys		3,094	35,426
	For Girls		44	469
3. Elementary, teaching the Koran	For Boys		1,510	14,032
	For Girls		81	696
	Total ...		6,386	68,803
	GRAND TOTAL ...		11,288	3,01,609

TABLE III.—(*concluded*).

Provinces and Oudh for the official year 1893-94.

Number of Scholars on the 31st of March learning.			*Classification of Scholars on the 31st of March according to Race or Creed.*					Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
English.	A classical language.	A vernacular language	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.			
20	21	22	23	24	25	26	27	28	29	30
1,517	994	103	34	41	1,145	297	3	...	...	
48	459	...	...	...	423	36	...	...	...	
757	...	...	1	6	617	132	1	...	...	
...	...	...	69	1	84	31	1	...	...	
2,322	1,453	103	104	48	2,269	496	5	..	...	
16,811	10,238	9,074	1,239	560	11,616	3,410	21	54	...	
7,445	2,882	4,410	119	373	5,598	1,518	5	...	...	
...	161	31,755	...	23	23,794	7,990	4	...	...	
1,178	462	632	914	352	5	...	4	...	66	
525	15	707	199	503	3	...	...	...	3	
...	18	30	...	...	26	22	...	...	...	
25,959	13,776	46,668	2,471	1,811	41,042	12,940	34	54	69	
4,849	488	1,59,953	241	1,050	1,36,949	21,018	141	68	...	
857	42	7,764	419	995	4,465	2,059	34	...	141	
5,706	530	167,717	660	2,045	1,41,414	23,077	175	68	141	
...	...	588	...	...	257	37	...	...	...	
89	...	182	...	91	...	...	...	...	...	
...	...	243	...	58	128	57	...	...	...	
123	...	207	12	154	71	51	...	...	...	
136	543	2,810	...	3	2,771	525	...	...	...	
348	543	4,030	12	306	3,227	670	...	...	...	
34,335	16,302	2,18,518	3,247	4,210	1,87,952	37,183	214	122	210	
...	12,106	...	...	...	3,688	8,350	68	167	...	
...	5,676	...	...	...	5,644	5	27			
...	398	...	...	...	353	45	...			
2,016	6,952	26,742	...	173	27,936	7,214	103	317	...	
...	136	333	...	21	272	168	8	...	...	
...	14,032	...	...	...	47	13,985	...	676	...	
...	696	...	...	...	...	696	...	...	12	
2,016	39,996	27,075	...	194	37,940	30,463	206	1,160	12	
36,351	56,298	2,45,593	3,247	4,404	2,25,892	67,646	420	1,282	222	

GENERAL

Return of Expenditure *on Public Instruction in the*

Objects of Expenditure.	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.							
Arts Colleges.							
English	84,785	4,066	200	23,344	...	1,452	1,13,847
Oriental	14,401	...	...	...	...	488	14 889
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	6,700	...	...	6,700
Engineering	127,774	...	...	...	..	760	1,28,534
Total ...	2,26.960	4,066	200	30.044	...	2.700	2.63.970
SCHOOL EDUCATION, GENERAL.							
Secondary Schools.							
For Boys... High Schools	6,953	129,629	12,610	99,355	1,195	4,594	2,54,336
For Boys... Middle Schools. English ...	...	13,380	1,329	5,342	40	105	20,196
For Boys... Middle Schools. Vernacular ...	...	...	...	...	...	...	...
For Girls... High Schools	..	...	...	...	...	...	...
For Girls... Middle Schools. English ...	...	...	...	...	...	...	...
For Girls... Middle Schools. Vernacular ...	...	...	...	...	...	...	...
Total ...	6.953	1.43.009	13.939	1.04.697	1.235	4.699	2.74.532
Primary Schools.							
For Boys	...	8,782	6,117	9,194	130	235	24,468
For Girls	...	...	...	...	...	...	...
Total ...	...	8.782	6,117	9,194	130	235	24.468
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL.							
Training Schools for Masters ...	...	48,023	...	...	...	10	48,033
Ditto Mistresses ...	..	...	...	...	...	...	...
Medical Schools ...	21,896	...	...	...	2,521	...	24,417
Industrial Schools	4,891	...	...	48	...	10	4,949
Other Schools	...	11,031	...	11,183	...	917	23,131
Total ...	26,787	59.054	...	11.231	2.521	937	1,00.530
Buildings	38,863	31,948	274	95	...	.....	71,180
Furniture and Apparatus (Special grants only)..	3,376	2,583	58	.1,181	...	.....	7,198
Total ...	42.239	34.531	332	1.276	...	...	78.378
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Arts Colleges	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...	...
Special Schools other than Training Schools	...	...	...	...	...	...	...
Miscellaneous	..	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction...	3,02,939	249,452	20,588	1,56,442	3,886	8,571	7,41,878

TABLE IV.

North-Western Provinces and Oudh for the official year 1893-94.

INSTITUTIONS.

MANAGEMENT.

Managed by Local Fund and Municipal Boards.

Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..	...	..	...	...	...	...
...	...	..	...	..	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	2,400	816	1,511	...	99	4,826
...	3,171	10,334	6,856	24	668	21,053
...	1,44,261	7,082	42,885	36	371	1,94,635
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	691	600	48	...	...	1,339
...	1,50,523	18,832	51,300	60	1,138	2,21,853
300	4,98,130	15,117	24,983	1,931	179	5,40,640
...	12,731	3,866	...	...	...	16,597
300	5,10,861	18,983	24,983	1,931	179	5,57,237
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	..	...	...	..
...	...	...	...	...	...	...
...	1,07,149	1,431	930	149	127	1,09,786
...	7,330	476	2,378	21	...	10,205
...	1,14,479	1,907	3,308	170	127	1,19,991
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	.
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	..	...	...	...
300	7,75,863	39,722	79,591	2,161	1,444	8,99,081

GENERAL

Return of **Expenditure** *on Public Instruction in the*

Objects of Expenditure.	PUBLIC						
	UNDER PRIVATE						
	Aided by Government or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	16	17	18	19	20	21	22
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.							
Arts Colleges.							
English	44,000	...	4,672	26,395	1,037	60,014	136,118
Oriental	1,375	60	28	11	21	2,077	3,572
Colleges or Departments of Colleges for Professional Training.							
Law	3,535	...	...	5,958	...	1,784	11,277
Engineering	...	...	...	...	...	...	...
Total ...	48,910	60	4,700	32,364	1,058	63,875	150,967
SCHOOL EDUCATION, GENERAL.							
Secondary Schools.							
For Boys .. High Schools	74,240	47,584	13,400	244,730	5,809	80,584	466,347
For Boys .. Middle Schools. English ...	3,536	21,005	9,898	29,960	5,951	17,130	87,480
For Boys .. Middle Schools. Vernacular ...	...	1,740	336	869	388	1,168	4,501
For Girls... High Schools	38,210	1,917	446	121,936	...	26,672	189,181
For Girls... Middle Schools. English ...	6,067	6,384	144	2,575	270	26,340	41,780
For Girls... Middle Schools. Vernacular ...	...	...	...	...	...	...	...
Total ...	122,053	78,630	24,224	400,070	12,418	151,894	789,289
Primary Schools.							
For Boys	10,723	12,729	2,451	6,550	9,824	22,479	64,756
For Girls	14,906	14,683	1,580	4,170	12,305	38,064	85,708
Total ...	25,629	27,412	4,031	10,720	22,129	60,543	150,464
SCHOOL EDUCATION, SPECIAL.							
Schools for Special Instruction.							
Training Schools for Masters ...	...	...	...	..	...	...	...
Ditto Mistresses ...	...	2,400	...	1,044	...	1,320	4,764
Medical Schools	...	...	...	...	...	...	...
Industrial Schools	...	1,560	...	...	...	2,033	3,593
Other Schools	...	3,540	462	1,268	1,450	2,946	9,666
Total ...	...	7,500	462	2,312	1,450	6,299	18,023
Buildings	10,701	409	3,002	10,667	35,535	61,329	121,643
Furniture and Apparatus (Special grants only)...	750	3,355	432	3,703	1,527	3,115	12,882
Total ...	11,451	3,764	3,434	14,370	37,062	64,444	134,525
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Arts Colleges	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Special Schools other than Training Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction ...	208,043	117,366	36,851	459,836	74,117	347,055	1,243,268

TABLE IV—(*concluded*).

North-Western Provinces and Oudh for the official year 1893-94.

INSTITUTIONS—(*concluded.*)									
MANAGEMENT.				TOTAL EXPENDITURE FROM—					GRAND TOTAL.
Unaided.									
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	All other sources.	
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
9,316	...	35,425	44,741	1,28,785	4,066	4,872	59,055	97,928	2,94,706
...	...	...	...	15,776	60	28	11	2,586	18,461
4,099	1,000	2,707	7,806	3,535	...	...	16,757	5,491	25,783
...	...	..	...	1,27,774	...	...	...	760	1,28,534
13,415	1,000	38,132	52,547	2,75,870	4,126	4,900	75,823	1,06,765	4,67,484
10,352	18,488	26,665	55,505	81,193	1,79,613	26,826	3,55,948	1,37,434	7,81,014
2,639	2,319	7,033	11,991	3,536	37,556	21,561	44,797	33,270	1,40,720
196	1,067	226	1,489	...	1,46,001	7,418	43,950	3,256	2,00,625
...	...	...	...	38,210	1,917	446	1,21,936	26,672	1,89,181
...	...	...	...	6,067	6,384	144	2,575	26,610	41,780
...	...	...	...	...	691	600	48	...	1,339
13,187	21,874	33,924	68,985	1,29,006	3,72,162	56,995	5,69,254	2,27,242	13,54,659
507	1,619	1,956	4,082	11,023	5,19,651	23,685	41,234	38,353	6,33,946
2	413	1,210	1,625	14,906	27,414	5,446	4,172	51,992	1,03,930
509	2,032	3,166	5,707	25,929	5,47,065	29,131	45,406	90,345	7,37,876
...	...	...	...	...	48,023	..	...	10	48,033
...	...	...	...	...	2,400	...	1,044	1,320	4,764
...	...	...	...	21,896	...	...	...	2,521	24,417
...	...	..	...	4,891	1,560	...	48	2,043	8,542
...	...	976	976	...	14,671	462	12,451	6,289	33,773
..	...	976	976	26,787	66,554	462	13,543	12,183	1,19,529
656	10,300	23,222	34,178	49,564	1,39,506	4,707	12,348	1,30,662	3,36,787
84	200	3,114	3,398	4,126	13,268	906	7,346	7,977	33,623
740	10,500	26,336	37,576	53,690	1,52,774	5,673	19,694	1,38,639	3,70,470
..	..	...	...	...	...	...	39,779	...	39,779
...	...	...	...	44,523	...	...	...	...	44,523
...	...	...	...	...	2,59,360	...	...	...	2,59,360
...	...	..	...	10,539	2	1,945	...	21,572	34,058
...	...	...	...	..	...	...	...	...	...
...	...	...	...	7,066	21,113	2,125	1,184	13,377	44,865
...	...	...	...	59	50	24	24	2,516	2,673
...	...	...	...	8,305	216	3,332	..	504	12,447
..	...	...	...	5,357	26,989	585	31,095	70,179	1,34,205
...	...	..	...	75,939	3,07,730	8,011	72,082	1 08,148	5,71,910
27,851	35,406	1,02,534	1,65,791	5,87,221	14,50,411	1,05,172	7,95,802	6,83,322	36,12,928

GENERAL.

Return of the stages of Instruction of Pupils in Public Schools for General

Class of Schools.			Number of Schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—										
For Boys...	Government	English	41	7,748	1,183	...	1,183	2,323	...	2,323
		Vernacular	...	...	...	...	...	...	...	...
	Local Fund	English	2	167	...	...	...	34	...	34
		Vernacular	305	30,746	...	...	...	5,941	...	5,941
	Municipal	English	12	1,111	19	...	19	253	...	253
		Vernacular	2	298	...	...	...	37	...	37
	Aided	English	87	13,664	1,261	3	1,264	2,964	23	2,987
		Vernacular	7	555	...	...	...	97	...	97
	Unaided	English	13	1,769	106	...	106	364	...	364
		Vernacular	3	212	...	...	...	51	...	51
	Total		472	56,270	2,569	3	2,572	12,064	23	12,087
For Girls...	Government	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Local Fund	English	...	...	...	...	...	...	...	...
		Vernacular	1	30	...	...	...	...	6	6
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	1	18	...	...	...	...	18	18
	Aided	English	23	1,980	...	106	106	1	501	502
		Vernacular	...	...	...	...	...	...	...	..
	Unaided	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	..	...	...	...	...	...
	Total		25	2,028	...	106	106	1	525	526
Total Secondary Schools			497	58,298	2,569	109	2,678	12,065	548	12,613
Primary Schools—										
For Boys...	Government		34	2,885	...	...	...	...	...	...
	Local Fund		3,864	1 48,775	...	...	...	...	...	..
	Municipal		55	2,402	...	...	...	...	...	...
	Aided		78	4,534	...	...	...	...	...	...
	Unaided		23	803	...	...	...	...	...	...
	Total		4,054	1,59,399	...	...	...	...	...	...
For Girls ...	Government		..	...	...	...	...	...	...	...
	Local Fund		112	2,543	...	...	...	...	...	...
	Municipal		12	311	...	...	...	...	...	...
	Aided		133	4,918	..	...	...	...	...	...
	Unaided		6	200	...	...	...	...	...	...
	Total		263	7,972	...	...	...	...	...	...
Total Primary Schools			4,317	1,67,371	...	...	...	...	...	...
GRAND TOTAL			4,814	2,25,669	2,569	109	2,678	12,065	548	12,613

TABLE V.

Education in the North-Western Provinces and Oudh at the end of the official year 1893-94.

Upper primary stage.			Lower primary stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage*								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls	Total.	Boys	Girls.	Total.	Boys.	Girls.	Total.
2,159	...	2,159	2,083	...	2,083	...	...	...	7,748	...	7,748
...	...	...	...	...	...	...	...	...	..	...	...
35	...	35	98	...	98	..	...	...	167	...	167
6,276	...	6,276	18,064	...	18,064	465	...	465	30,746	...	30,746
273	...	273	566	...	566	...	...	..	1,111	...	1,111
80	...	80	165	...	165	16	...	16	298	...	298
2,923	13	2,936	6,263	12	6,275	199	3	202	13,610	54	13,664
93	...	93	308	...	308	57	...	57	555	...	555
356	...	356	917	...	917	26	...	26	1,769	...	1,769
38	...	38	123	...	123	...	...	...	212	...	212
12,233	13	12,246	28,587	12	28,599	763	3	766	56,216	54	56,270
...	...	...	...	...	...	...	...	.	...	...	...
...	...	...	...	...	...	...	..	...	...	..	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	24	24	...	...	...	...	30	30
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	18	18
9	424	438	27	638	665	32	242	274	69	1,911	1,980
...	...	...	...	...	.	...	...	...	...	...	..
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
9	424	433	27	662	689	32	242	274	69	1 959	2.028
12,242	437	12,679	28,614	674	29,288	1,795	245	1,040	56,285	2,013	58,293
10	...	10	2,841	...	2,841	34	...	34	2,885	...	2,885
24,594	...	24,594	1,20,035	...	1,20,035	4,146	...	4 146	1,48,775	...	1.48,775
181	...	181	2,076	...	2,076	145	...	145	2,402	...	2,402
499	20	519	3,406	15	3,421	561	33	594	4 466	68	4,534
41	.	41	698	..	698	64	...	64	803	...	803
25,325	20	25.345	1,29,056	15	1,29,071	4,950	33	4,983	1,59,331	68	1,59,399
...	..	...	...	...	...	...	...	...	...	...	...
...	145	145	...	2,314	2,314	...	84	84	...	2,543	2,543
...	35	35	...	276	276	...	...	...	...	311	311
25	244	269	56	3,557	3,613	60	976	1,036	141	4,777	4,918
...	...	...	...	181	181	...	19	19	...	200	200
25	424	449	56	6,328	6.384	60	1.079	1.139	141	7.831	7.972
25.350	444	25.794	1,29,112	6.343	1.35.455	5.010	1.112	6 122	1.59.472	7.899	1 67.371
37.592	881	38.473	1,57,726	7,017	1,64,743	5.805	1.357	7,162	2,15.757	9.912	2.25.669

GENERAL

Return showing the **Results of Prescribed Examinations** *in the North-*

Nature of Examination.	*Number of Institutions sending Examinees.*				*Number of Examinees.*				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES.									
1. Master of Arts	2	2	...	4	16	11	...	7	34
2. Bachelor of Arts	2	4	2	8	81	129	9	12	231
3. B. Sc.	...	...	...	...	...	...	...	...	...
4. Intermediate Examination ...	3	5	7	15	182	261	63	23	529
ORIENTAL COLLEGES.									
1. Master of Oriental Learning ...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning ...	...	...	...	...	...	...	...	...	...
3. Honors in Sanskrit (*a*) ...	1	1	...	2	79	1	...	...	80
„ „ Arabic (*b*) ...	...	1	1	2	...	3	1	...	4
„ „ Persian (*b*) ...	...	...	...	...	...	...	...	...	1
4. High Proficiency in Sanskrit (*c*) ...	2	5	9	16	88	16	11	1	117
„ „ „ Arabic (*b*) ...	...	1	...	1	...	1	..	2	1
„ „ „ Persian (*b*) ...	...	1	...	1	...	1	...	...	1
5. Proficiency in Sanskrit (*d*) ...	2	8	19	29	48	19	42	...	114
„ „ Arabic (*e*) ...	1	3	1	5	1	7	5	5	17
„ „ Persian (*b*) ...	...	1	...	1	...	2	....	4	2
„ „ Urdu	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.								...	
Law.									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Master of Law	...	...	...	...	...	...	...	...	...
3. Bachelor of Law	2	4	1	7	28	39	2	...	69
Medicine.									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...
3. Honours in Medicine and Surgery ...	...	...	...	...	...	...	...	...	...
4. L. M. S.	...	...	...	...	...	...	...	...	...
5. { First M. B.	...	...	...	...	...	...	...	...	...
{ First L. M. S.	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific	...	...	...	...	...	...	...	...	...
Engineering.									
1. M. C. E.					13	...	...	...	13
2. B. C. E.					21	...	...	...	21
3. L. C. E.	1	...	...	1	39	...	...	...	39
4. First L. C. E.					340	...	...	...	340
Teaching.									
1. Licentiate in Teaching	...	...	...	...	...	...	...	...	...
SCHOOLS FOR GENERAL EDUCATION.									
Matriculation ... ... { Boys ...	33	46	5	84	625	710	38	429	1,802
{ Girls	..	9	...	9	...	34	...	5	39
Middle School Examination { Boys ...	339	105	17	461	3,464	1,486	171	1,891	7,012
{ Girls ..	2	12	...	14	6	65	...	1	72
Upper Primary Examination { Boys ...	2,028	146	21	2,195	2,397	1,740	369	156	11,662
{ Girls ...	16	40	...	56	22	195	...	...	217
Lower Primary Examination { Boys ...	4,006	150	23	4,179	20,139	2,144	278	11	22,572
{ Girls ..	38	111	5	154	76	705	61	...	842
SCHOOLS FOR SPECIAL INSTRUCTION.									
1. Training School examination for Masters { Upper ..	3	...	...	3	54	...	...	24	78
{ Lower ...	3	...	...	3	239	...	...	134	373
2. Training School examination for Mistresses. { Upper ...	...	...	...	...	...	...	...	...	...
{ Lower ...	...	...	...	...	...	...	...	...	...
3. School of Arts Examination ...	...	...	...	...	...	...	...	...	...
4 Medical Examination ...	1	...	...	1	38	...	...	...	38
5. Examination in Engineering and Surveying	...	...	...	...	...	...	...	...	...
6. Industrial School Examination. { Upper ...	...	...	...	...	...	...	...	...	...
{ Lower ...	...	1	...	1	...	28	...	...	28

(*a*) Acharya examination of the Sanskrit College, Benares and
(*b*) Panjab University examinations.
(*c*) Madhyama Pariksha examination of the Sanskrit College,
(*d*) Prathama ditto ditto
(*e*) Mulla examination of Muir College, and Maulvi examina-

TABLE VI.

Western Provinces and Oudh during the official year 1893-94.

Number passed.					*Race or Creed of passed Scholars.*					Remarks.
Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	
11	12	13	14	15	16	17	18	19	20	21
12	7	...	5	24	1	...	20	3	...	
49	92	7	5	153	1	3	112	37	...	
...	...	...	...	...	...	...	...	...	...	
79	112	24	3	218	6	9	161	39	3	
...	...	...	...	...	...	...	...	...	...	
...	...	..	...	...	...	...	...	...	...	
72	1	...	...	73	...	...	73	...	...	
...	1	1	...	2	...	...	...	2	...	
...	...	...	1	1	...	...	...	1	...	
63	7	6	2	78	...	...	78	...	...	
...	1	...	...	1	...	...	...	1	...	
...	...	..	...	...	...	...	...	...	...	
21	5	18	2	46	...	...	46	...	...	
...	1	3	3	7	...	...	...	7	...	
...	2	...	...	2	...	...	...	2	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
12	20	2	...	34	...	...	31	3	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
13	...	...	...	13	10	...	3	...	...	Engineer. (Roorkee College Examinations.)
20	...	...	...	20	14	...	5	1	...	Upper Subordinate.
39	...	...	...	39	...	...	33	6	...	Lower Subordinate.
115	...	...	...	115	27	1	69	17	1	College Entrance
...	...	...	...	...	...	...	...	...	...	
291	295	21	66	673	33	13	483	130	14	
...	11	...	4	15	12	3	...	...	...	
2,098	716	58	349	3,221	29	26	2,410	754	2	
3	21	...	...	24	15	6	1	2	...	
6,724	1,115	173	59	8,071	98	52	6,386	1,531	4	
16	137	...	...	153	25	100	19	9	...	
16,736	1,613	192	5	18,546	118	101	15,332	2,995	...	
52	581	40	...	673	177	206	170	60	...	
42	...	...	2	44	...	...	35	9	...	
202	...	...	19	221	...	...	202	19	...	
...	...	...	...	..	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
29	...	...	...	29	...	—	20	9	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	22	...	...	22	...	22	...	...	...	

Shastri examination of the Panjab University.

Benares, and Visharada examination of the Panjab University.
Prajna ditto ditto.
tion of the Panjab University.

GENERAL

Return showing the **Distribution of Local Fund and Municipal Expenditure** *on Public*

Objects of Expenditure.		Expenditure of				
		In Institutions managed				
		Number of Institutions	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants
1		2	3	4	5	6
						Rs.
UNIVERSITY EDUCATION.	*Arts Colleges.*					
	English	...	...	...	...	...
	Oriental	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.					
	Law	...	...	...	...	...
	Engineering	...	...	...	...	...
	Total ...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.	*Secondary Schools.*					
	For Boys. High Schools	...	...	...	...	...
	For Boys. Middle Schools English	2	167	156	126	...
	For Boys. Middle Schools Vernacular	305	30,746	29,507	24,214	...
	For Girls. High Schools	...	...	...	...	...
	For Girls. Middle Schools English	...	...	...	...	...
	For Girls. Middle Schools Vernacular	1	30	28	21	...
	Total ...	308	30,943	29,691	24,361	...
	Primary Schools.					
	For Boys	3,864	1,48,775	1,40,845	1,14,280	300
	For Girls	112	2,543	2,471	1,978	..
	Total ...	3,976	1,51,318	1,43,316	116,258	300
SCHOOL EDUCATION, SPECIAL.	*Schools for Special Instruction.*					
	Training Schools for Masters	...	...	...	...	...
	Training Schools for Mistresses	...	...	...	...	...
	Medical Schools	...	...	...	...	...
	Industrial Schools	...	...	...	...	...
	Other Schools	...	...	...	...	...
	Total ...	...	...	...	...	...
Buildings		...	...	...	...	...
Furniture and Apparatus (Special grants only)		...	...	...	...	...
	Total ...	...	...	...	...	...
Inspection		...	...	...	...	...
Scholarships held in	Arts Colleges	...	...	...	...	...
	Professional Colleges	...	...	..	...	...
	Secondary Schools	...	...	...	...	..
	Primary Schools	...	...	...	...	...
	Special Schools other than Training Schools.	...	...	...	...	...
Miscellaneous		...	...	...	...	...
	Total ...	...	...	...	...	...
	GRAND TOTAL ...	4,234	182,261	173,007	1,40,619	300

TABLE VII.

Instruction in the North-Western Provinces and Oudh for the official year 1893-94.

Local Fund Boards on Public Instruction.									
by Local Fund Boards.						*In Institutions managed by—*			Total Local Fund Expenditure on Public Instruction.
Local Funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	
7	8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	..	4,066	...	...	4,066
...	...	...	...	...	...	...	...	60	60
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	4,066	...	60	4,126
...	...	...	...	...	...	129,629	2,400	47,584	1,79,613
888	1,158	664	24	668	3,402	13,380	2,283	21,005	37,556
1,44,261	5,367	42,790	36	371	192,824	...	...	1,740	1,46,001
...	...	...	...	...	...	...	...	1,917	1,917
...	...	...	...	...	...	...	...	6,384	6,384
211	...	48	...	...	259	...	480	...	691
145,360	6,525	43,502	60	1,039	196,486	143,009	5,163	78,630	3,72,162
4,98,094	4,471	23,152	1,775	179	5,27,971	8,792	36	12,729	5,19,651
12,731	654	...	...	...	13,385	...	...	14,683	27,414
5,10,825	5,125	23,152	1,775	179	5,41,356	8,792	36	27,412	5,47,065
...	...	...	...	...	...	48,023	...	...	48,023
...	...	...	...	...	...	...	...	2,400	2,400
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1,560	1560
...	...	...	...	...	...	11,031	...	3,540	14,571
...	...	...	...	...	...	59,054	...	7,500	66,554
1,07,149	165	930	149	...	1,08,393	31,948	...	409	1,39,506
7,330	...	2,359	21	...	9,710	2,583	...	3,355	13,268
1,14,479	165	3,289	170	...	1,18,103	34,531	...	3,764	1,52,774
...	...	...	...	...	...	...	...	...	2,59,360
...	...	...	...	...	...	...	...	...	2
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	21,113
...	...	...	...	...	...	...	...	...	50
...	...	...	...	...	...	...	...	...	216
...	...	...	...	...	...	...	...	...	26,989
...	...	...	...	...	...	...	...	...	307,730
7,70,664	11,815	69,943	2,005	1,218	8,55,945	2,49,452	5,199	1,17,366	14,50,411

GENERAL

Return showing the **Distribution of Local Fund and Municipal Expenditure** *on Public*

Objects of Expenditure.				Expenditure of					
				In Institutions managed					
				Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.
1				17	18	19	20	21	22
								Rs.	Rs.
University Education.	*Arts Colleges.*								
	English			...	...	...	...	...	...
	Oriental			...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.								
	Law			...	...	...	...	...	...
	Engineering			...	...	...	...	...	...
	Total			...	...	...	...	...	...
School Education, General.	*Secondary Schools.*								
	For Boys	High Schools		1	124	112	95	...	816
		Middle Schools.	English	11	987	973	836	...	9,176
			Vernacular	2	298	276	202	...	1,715
	For Girls	High Schools		...	...	...	...	...	...
		Middle Schools.	English	...	...	...	...	...	...
			Vernacular	1	18	20	15	...	600
	Total			15	1,427	1,381	1,148	...	12,307
	Primary Schools.								
	For Boys			55	2,402	2,273	1,917	...	10,646
	For Girls			12	311	302	211	...	3,212
	Total			67	2,713	2,575	2,128	...	13,858
School Education, Special.	*Schools for Special Instruction.*								
	Training Schools for Masters			...	...	...	...	...	...
	Training Schools for Mistresses			...	...	...	...	...	...
	Medical Schools			...	...	...	...	...	...
	Industrial Schools			...	...	...	...	...	...
	Other Schools			...	...	...	...	...	...
	Total			...	...	...	...	...	...
Buildings				...	...	...	...	...	1,266
Furniture and Apparatus (Special grants only)				..	...	...	...	...	476
	Total			...	...	...	...	...	1,742
Inspection				...	..	...	...	...	...
Scholarships held in	Arts Colleges			...	...	...	...	...	...
	Professional Colleges			...	...	...	...	...	...
	Secondary Schools			...	..	...	..	...	...
	Primary Schools			...	...	...	...	...	...
	Special Schools other than Training Schools.			...	..	...	...	...	...
Miscellaneous				...	...	...	...	...	...
	Total			...	...	...	...	...	...
	GRAND TOTAL			82	4,140	3,956	3,276	...	27,907

TABLE VII—(*concluded*).

Instruction in the North-Western Provinces and Oudh for the official year 1893-94.

MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.

by Municipal Boards.					*In Institutions managed by—*			Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.
Local Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local Fund Boards.	Private persons or Associations.		
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	200	...	4,672	4,872	8,938
...	...		...	...	...	...	28	28	88
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	200	...	4,700	4,900	9,026
2,400	1511	...	99	4,826	12,610	...	13,400	26,826	2,06,430
2,283	6,192	...	...	17,651	1,329	1,158	9,898	21,561	59,117
...	95	...	...	1,810	...	5,367	336	7,418	1,53,419
...	...	...	...	...	...	...	446	446	2,363
...	...	...	...	...	...	...	144	144	6,528
480	...	...	...	1,080	...	...	...	600	1,291
5,163	7,798	...	99	25,367	13,939	6,525	24,224	56,995	4,29,157
36	1,831	156	...	12,669	6,117	4,471	2,451	23,685	5,43,336
...	...	...	...	3,212	...	654	1,580	5,446	32,860
36	1,831	156	...	15,881	6,117	5,125	4,031	29,131	5,76,196
...	...	...	...	...	...	...	...	...	48,023
...	...	...	...	...	...	...	...	...	2,400
...	...	...	...	...	...	...		...	...
...	...	...	...	...	...	...	...	...	1,560
...	...	...	...	...	...	...	462	462	15,033
...	...	...	...	...	...	...	462	462	67,016
...	...	...	127	*1,393	274	165	3,002	4,707	1,44,213
...	19	...	...	495	58	...	432	966	14,234
...	19	...	127	1,888	332	165	3,434	5,673	1,58,447
...	...	...	...	...	...	...	...	...	2,59,360
...	...	...	...	...	...	...	...	1,945	1,947
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	2,125	23,238
...	...	...	...	...	...	...	...	24	74
...	...	...	...	...	...	...	...	3,332	3,548
...	...	...	...	...	...	...	...	585	27,574
...	...	...	...	...	...	...	...	8,011	3,15,741
5,199	9,648	156	226	43,136	20,588	11,815	36,851	1,05,172	15,55,583

GENERAL

Return of Colleges, Schools *and* Scholars *in the North-*

(For Europeans

Class of institutions.	PUBLIC INSTITUTIONS.							
	UNDER PRIVATE MANAGEMENT.							
	Aided by Government or by Local Fund or Municipal Boards.				*Unaided.*			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
UNIVERSITY EDUCATION. English	...	...	...	...	2	24	21	21
Total ...	...	..	...	...	2	24	21	21
Secondary Schools.								
SCHOOL EDUCATION, GENERAL. For Boys ... High Schools ...	12	1,222	1,177	1,102	...	...	...	...
For Boys ... Middle Schools English...	2	126	123	104	...	...	...	...
For Girls ... High Schools ...	11	874	900	827	...	...	...	...
For Girls ... Middle Schools. English...	1	194	173	173	...	...	...	...
Total ...	26	2,416	2,373	2,206	...	...	...	...
Primary Schools.								
For Boys	6	237	227	201	...	...	...	...
For Girls	10	427	422	366	...	...	...	...
Total ...	16	664	649	567	...	...	...	...
Total of Colleges and Schools of Public Instruction.	42	3,080	3,022	2,773	2	24	21	21

TABLE III.

Western Provinces and Oudh for the official year 1893-94.

AND EURASIANS.)

Grand total of public institutions.	Grand total of scholars on the 31st March.	Number of Scholars on the 31st of March learning.			Classification of Scholars on the 31st of March according to Race or Creed.					Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
		English	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others			
10	11	12	13	14	15	16	17	18	19	20	21	22
2	24	24	21	17	21	...	...	3	...	...	...	
2	24	24	21	17	21	...	...	3	...	...	...	
12	1,222	1,222	629	864	1,219	...	...	1	2	54	...	
2	126	126	5	106	111	...	7	6	2	...	...	
11	874	874	389	267	867	3	...	...	4	...	66	
1	194	194	...	95	194	...	...	...	...	...	...	
26	2,416	2,416	1,023	1,332	2,391	3	7	7	8	54	66	
6	237	237	...	77	232	5	...	...	...	68	..	
10	427	427	...	83	413	4	1	1	8	...	130	
16	664	664	...	160	645	9	1	1	8	68	130	
44	3,104	3,104	1,044	1,509	3,057	12	8	11	16	122	44	

GENERAL

Return of Expenditure *on Public Instruction in the*

(For Europeans

Objects of Expenditure.			PUBLIC						
			UNDER PRIVATE						
			Aided by Government or by Local Fund or Municipal Boards.						
			Provincial Revenues	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1			2	3	4	5	6	7	8
Arts Colleges.			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION ... English		...	...	...	...	...	...	...	...
Total		...	...	...	...	...	...	...	...
Secondary Schools.									
SCHOOL EDUCATION, GENERAL. For Boys ...	High Schools ...	...	30,037	...	360	1,73,636	902	24,400	2,38,335
	Middle Schools, English	...	1,496	200	600	2,176	300	3,115	7,887
For Girls ...	High Schools ...	...	34,610	357	446	1,21,073	...	18,621	1,75,107
	Middle Schools, English	...	6,067	...	...	1,051	...	10,098	17,216
Total		...	81,210	557	1,406	2,97,936	1,202	56,234	4,38,545
Primary Schools.									
For Boys		...	8,743	2,000	672	2,017	6,113	3,354	23,799
For Girls		...	10,046	219	808	3,353	1,066	1,179	16,671
Total		...	18,789	2,219	1,480	6,270	7,179	4,533	40,470
Buildings.		...	7,701	...	1,485	9,702	7,617	44,222	70,727
Furniture and Apparatus (Special grants only)		...	200	2,928	400	3,349	472	1,285	8,634
Total		...	7,901	2,928	1,885	13,051	8,089	45,507	79,361
Inspection ...		...	...	...	...	...	...	...	...
Scholarships held in ...	Arts Colleges	...	...	...	...	...	...	...	...
	Secondary Schools	...	...	...	...	...	...	...	...
Miscellaneous		...	...	...	...	...	...	...	...
Total		...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction		...	1,07,900	5,704	4,771	3,17,257	16,470	1,06,274	5,58,376

TABLE IV.

North-Western Provinces and Oudh for the official year 1893-94.

and Eurasians.)

INSTITUTIONS.										
MANAGEMENT.				*Total Expenditure from—*					Grand Total.	Remarks.
Unaided.										
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.		
9	10	11	12	13	14	15	16	17	18	19
Rs	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs	
5,982	...	...	5,982	...	...	...	5,982	...	5,982	
5,982	...	...	5,982	...	...	...	5,982	...	5,982	
...	...	...	...	39,037	...	360	1,73,636	25,302	2,38,335	
...	...	...	...	1,446	200	600	2,176	3,415	7,887	
...	...	...	...	34,610	357	446	1,21,073	18,621	1,75,107	
...	...	...	..	6,067	...	...	1,051	10,098	17,216	
...	...	...	...	81,210	557	1,406	2,97,936	57,436	4,38,545	
...	...	...	...	8,743	2,000	672	2,917	9,467	23,799	
...	...	...	...	10,046	219	808	3,353	2,245	16,671	
...	...	..	...	18,789	2,219	1,480	6,270	11,712	40,470	
...	..	...	...	7,701	...	1,485	9,702	51,839	70,727	
...	...	...	...	200	2,928	400	3,349	1,757	8,634	
...	...	...	...	7,901	2,928	1,885	13,051	53,596	79 361	
...	...	...	...	...	2,274	...	...	...	2,274	
...	...	...	...	144	...	...	...	...	144	
...	...	...	...	657	60	...	58	600	1,375	
...	...	...	...	1,463	3,889	..	2,172	51,848	59,372	
...	...	...	...	2,264	6 223	...	2,230	52,448	63,165	
5,982	...	...	5,982	1,10,164	11,927	4,771	3,25,469	1,75,192	6,27,523	

GENERAL

Return of the Stages of Instruction of pupils in Public Schools for General

(For Europeans

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
			1			2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—								
For Boys ... Aided English	14	1,348	158	3	161	440	23	463
Total ...	14	1,348	158	3	161	440	23	463
For Girls ... Aided English	12	1,068	...	86	86	1	384	385
Total ...	12	1,068	...	86	86	1	384	385
Total, Secondary Schools ...	26	2,416	158	89	247	441	407	848
Primary Schools—								
For Boys ... Aided	6	237	...	...	...	...	...	...
Total ...	6	237	...	...	...	...		..
For Girls ... Aided	10	427	...	...	...	...	...	...
Total ...	10	427	...	...	...	...	...	...
Total, Primary Schools ...	16	664	...	...	...	...	...	...
GRAND TOTAL ...	42	3,080	158	89	247	441	407	848

TABLE V.

Education in the North-Western Provinces and Oudh at the end of the official year 1893-94.

and Eurasians.)

Upper Primary Stage.			Lower primary stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
367	13	380	226	12	238	103	3	106	1,294	54	1,348
367	13	380	226	12	238	103	3	106	1,294	54	1,348
7	243	250	26	154	180	32	135	167	66	1,002	1,068
7	243	250	26	154	180	32	135	167	66	1,002	1,068
374	256	630	252	166	418	135	138	273	1,360	1,056	2,416
59	20	79	43	15	58	67	33	100	169	68	237
59	20	79	43	15	58	67	33	100	169	68	237
25	79	104	45	88	133	60	130	190	130	297	427
25	79	104	45	88	133	60	130	190	130	297	427
84	99	183	88	103	191	127	163	290	299	365	664
458	355	813	340	269	609	262	301	563	1,659	1,421	3,080

ORDERS OF GOVERNMENT.

No. $\frac{422}{\frac{111-48}{2}}$ OF 1894.

FROM

THE SECRETARY TO GOVERNMENT,
N.-W. PROVINCES AND OUDH,

TO

THE DIRECTOR OF PUBLIC INSTRUCTION,
N.-W. PROVINCES AND OUDH.

DATED ALLAHABAD, THE 26TH DECEMBER 1894.

SIR,

EDUCATIONAL DEPT.

I AM directed to acknowledge the receipt on the 6th November 1894 of the report on Public Instruction in the North-Western Provinces and Oudh for the year 1893-94.

2. The report deals as in former years with the statistics of those institutions only which, whether as State or aided institutions, are under the control or supervision of the Education Department. The Imperial returns appended to the report include all schools and colleges in the Province, whether connected with the Department or not. They include for instance the Thomason Engineering College, the Agra Medical School, the patwári schools, and private indigenous schools. According to the Imperial returns the number of public schools and colleges in the Provinces in 1893-94 was 4,902 against 4,958 in 1892-93, and the number of scholars on the rolls 232,806 against 221,022. The increase in the enrolment is satisfactory. The decrease in the schools appears to be due to the abolition of useless or inefficient schools of the primary class. Of the 232,806 scholars 2,922 were in the University stage, 2,678 in the High stage, 12,613 in the Middle stage, 38,473 in the Upper Primary stage, 171,905 in the Lower Primary stage, and 4,215 in special schools. The numbers in the Higher stages show a satisfactory increase on the corresponding figures for 1892-93. The number of private schools is returned at 6,386 with 68,803 scholars, against 5,910 with 68,394 scholars in 1892-93. Most of the private schools are elementary, and one-fourth of them are merely Korán schools. Of the 232,806 scholars enrolled in public institutions only 10,147 are girls. This figure includes 1,421 girls enrolled in special schools for Europeans and Eurasians,* and 1,850† Native Christians. Of the 68,803 scholars in private schools 2,313 are girls. Taking public and private institutions together, the percentage of boys attending school to the male population of school-going age is 7·93. For girls the percentage is ·37. The total expenditure incurred by public institutions in 1893-94 was Rs. 36,12,928 against Rs. 34,46,894 in 1892-93. The increase was chiefly met from subscriptions and endowments, as the expenditure from public revenues in 1893-94 was only Rs. 28,419 higher than in 1892-93.

* General Table V.
† General Table III, column 24.

3. The above figures are from the Imperial returns. The departmental statistics for public institutions controlled or supervised by

the Department return 4,799 such institutions in 1893-94 against 4,845 in 1892-93, with an enrolment of 216,083 scholars against 204,556 in 1892-93. This increase in the attendance, as has been already observed in summarising the Imperial returns, is satisfactory. The expenditure shows a considerable increase on that of 1892-93,* but the increase has in the main been met from fees and endowments. The growth of the fee receipts is encouraging, but His Honor the Lieutenant-Governor is inclined to think that there is still room for improvement, as the fees charged in Government Colleges for University education are low, while the cost to the State for these colleges tends to increase. The subjoined table shows the distribution of the year's expenditure:—

	1893-94.	1892-93.
	Rs.	Rs.
*Public revenues... ...	12,87,608	12,32,022
Municipal revenues ...	91,488	90,880
Fees	6,65,894	5,68,411
Endowments	3,32,042	3,24,923
	23,77,032	23,16,236
	8,91,549	8,91,659
	32,68,581	31,07,895

Source of expenditure.	On University education.	On secondary education.	On primary education.	On special education.	Total direct expenditure.	Indirect expenditure.	Total expenditure in 1893-94.	Total expenditure in 1892-93.	Percentage— To total expenditure. 1893-94.	1892-93
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Public revenues.	1,52,222	5,01,168	5,72,994	61,224	12,87,608	581,762	18,69,370	18,41,826	57	59
Municipal funds.	4,900	56,995	29,131	462	91,488	10,352	1,01,840	1,02,578	3	3
Fees	62,408	5,56,067	44,897	2,522	6,65,894	90,745	7,56,639	6,64,354	23	21
Other sources,	66,873	1,71,444	85,147	8,578	3,32,042	2,08,690	5,40,732	4,99,137	16	16
Total ...	2,86,403	12,85,674	7,32,169	72,786	23,77,032	8,91,549	32,68,581	31,07,895		

Of the total direct expenditure on University education 53 per cent. was borne by the public revenues, against 50 per cent. in 1892-93 and 47 per cent. in 1891-92. This is not as it should be, and you are requested to report whether the scale of fees in force in the State colleges cannot now be raised. These colleges set the standard for aided colleges, and however welcome might be a larger fee income to an aided college, and however much a higher scale of fees in such a college might be justified by increased outlay on tuition, it cannot move until the State colleges take the initiative. It may be noticed that the expenditure from public revenues on the two State colleges at Allahabad and Benares has risen from Rs. 126 per scholar in 1892-93 to Rs. 160 in 1893-94. The average grant per scholar to aided colleges has during the same period fallen from Rs. 60 to Rs. 57.

4. The attendance at the colleges of the Province continues to grow, the total enrolment in 1894 being 1,476 against 1,403 in 1893. The Muir Central College heads the list with 312 students, closely followed by the Canning College (262), the Agra College (238), and the Queen's College (219). In all there are 15 institutions in the Province in which college classes exist, but in seven only do the

scholars exceed 40. The remaining eight are high schools to which small collegiate departments, ordinarily teaching up to the Intermediate examination only, are attached. The collegiate department of the Meerut High School is the latest example of this process of accretion. That there is room in the Meerut Division for a college may be admitted. But private liberality has still much to accomplish in respect of the college lately founded before it can take rank with other divisional colleges.

5. The students who carry their studies beyond the B. A. degree are still very few in these Provinces. This is to be regretted, as the concentration of study on a particular subject which the M. A. course involves is of great educational value. It may take some time before the popular notion that the M. A. degree has no special value in the case of appointments to the public services is dispelled. The foundation by private benefactors of teaching fellowships, to be held on the condition of the holder proceeding to the M. A. degree and of his taking part in college teaching, would be a great advantage to the larger colleges, besides enabling meritorious students to complete their education. In the B. A. Examination of 1893 the number of candidates shows a slight falling off on the figures for 1892. The percentage of passes was higher, to which result the leniency of the examiners in certain subjects appears to have contributed. If, as is stated in paragraph 32 of the report, the very modest standard of original composition in the English language now required of candidates in the B. A. Examination is an excessive tax on their capacity, an examination in Philosophy which 182 out of 190 of the said candidates managed to successfully pass must resolve itself into an affair of memory and parrot-like repetitions of unmeaning formulæ. There is less opportunity for success by these facile methods in the B Course, and the comparatively small number of students who elect for it is no doubt in a great measure due to a general belief in its greater difficulty. The abolition of definite text-books in the subjects of Mathematics and Physical Science, which has now been approved by the University, is a step in the right direction. As Professor Murray points out, it has the further advantage of enabling the lecturer in Science to select and make up his own apparatus. The account given of the workshop recently started at the Muir College, where instruments for lecture experiments are now made under Professor Murray's supervision at a very small cost, is interesting. Work on similar lines is also being attempted in the Industrial School at Lucknow, and as you show in paragraph 177 with a fair amount of success.

	Candidates.		*Passed*	
	1892.	1893.	1892.	1893.
Examination.				
M. A. ...	20	27	14	19
B. A.—				
A Course ...	184	173	107	118
B Course ...	43	46	26	30
Intermediate—				
A Course ...	541	374	268	147
B Course ...		129		68

6. In the Intermediate examination also the number of candidates was slightly less than in 1892. The number of passes was 215 against 268 in 1892. The opinion expressed by the Principal of the

Muir College that "the students choosing the B Course are on the whole superior to the A Course men" is noteworthy: as is also that expressed in paragraph 45 of the report that many students who pass the Intermediate examination "have no practical knowledge of English at all." An effort has now been made to raise the standard by prescribing a paper in translation from the vernacular into English, of which the first result has been a largely increased number of failures. It is at least satisfactory to find that in the opinion of so experienced a teacher as the Principal of the Agra College the examination in English now exacted by the Allahabad University from candidates for matriculation is more searching than that of any other Indian University.

7. Paragraph 49 deals with the important question of boarding accommodation in colleges. The progress made by the Agra College where 340 boarders can now be taken is a testimony to the public spirit and liberality of its supporters. It is to be hoped that what the Muhammadan community has done for Muhammadan boarders at the Muir Central College will be imitated by Hindu well-wishers of this College, as boarding accommodation for Hindu students is very defective.

8. In the law departments of the different colleges 757 students were enrolled against 615 in 1892. Thirty-four obtained the degree of Bachelor of Law against 24 in 1892. These law classes are largely attended by students who are not enrolled in the Arts classes of the colleges and who have no intention of appearing at a law examination. Among the Oriental colleges or collegiate departments the Sanskrit College of Benares holds undisputed the first place, and fulfils many of the functions of an examining University in oriental studies.

9. Section IV of the report deals with the Anglo-Vernacular schools. The results of the three public examinations by which the teaching of these schools is tested show satisfactory progress on the figures for the preceding year. The School Final examination, which was held for the first time this year, is alternative to the University Entrance examination, and subject to certain conditions is accepted by the University as qualifying for matriculation. It is distinguished from the ordinary Entrance examination by the greater stress laid on English and the vernacular, and by the substitution of science, drawing and other subjects for a classical language. It should prove a valuable preparatory course for students who intend to take the B Course in Arts examinations of the University or the science course which the recently constituted Faculty of Science will eventually prescribe. The small number of students who have appeared at the first School Final examination is, in the circumstances explained in paragraph 71 of

Examination.	*Number of candidates.*		*Number passed.*	
	1893.	1894.	1893.	1894.
Matriculation ...	1,262	1,204	632	533
School Final ...	...	84	...	50
English Middle ...	3,013	3,145	1,272	1,338
Total ...	4,275	4,433	1,904	1,921

the report, not unsatisfactory. Drawing and science classes had to be established, and scholars induced to embark in novel lines of study. Drawing is now taught in 11 schools and science in 14, and as the lower classes in drawing and science in most of these schools are well filled, the popularity of the School Final examination seems assured. A boy can now begin the study of drawing on reaching the Upper Primary section of a school, and can prosecute it for the six years which separate this stage from the School Final examination. Similarly for science he has four years, as he begins it on reaching the Middle stage. A thorough attempt has thus been made to give this side of school instruction its due importance from the very threshhold of secondary schools, and a few years hence its effects should be felt in the higher walks of education.

10. The comparative success in the public examinations of each school in the Province is examined at length in the report. Generally speaking the highest percentage of success has been obtained by the smaller schools, where the teachers can give more time to the training of individual pupils. Among large schools the Agra and Aligarh Collegiate Schools and the Lucknow Jubilee High School did best. Of smaller schools the Budaun High School deserves honourable mention.

11. Leaving the results of the examinations, the report from paragraph 94 onwards deals with the general statistics of the Anglo-Vernacular schools. There were 38 Government schools of this class in the Province in 1893 against 37 in 1892, of which 33 teach up to the Entrance, and five up to the Middle. The average number of students on the rolls was 7,213, of whom 956 were in the High section and 1,872 in the Middle section. The figures do not materially differ from those of 1892. There were 33 branch schools, in which 2,792 boys were under instruction in Lower Primary classes. The number of aided secondary Anglo-Vernacular schools was 76, the same as in the preceding year, with an enrolment of 12,698 boys, of whom 1,101 were in the High section, and 2,567 in the Middle. The list is completed by 21 unaided schools, which are connected with the Department by being "recognised" public institutions. Returns of the number of students in these unaided recognised schools are not given, but they sent up a fair number of candidates for the Entrance and Middle examinations.

12. The total expenditure per scholar in Government Anglo-Vernacular secondary schools was Rs. 36 3, of which Rs. 21·6 was borne by public funds. In aided schools of this class the total expenditure per scholar was Rs. 25·3, of which Rs. 11 was borne by public funds. As has been in previous years remarked, the comparison is subject to the consideration that there are proportionally more scholars in the lowest classes in aided schools than in Government schools. In Government schools the growth of the fee receipts (Rs. 1,02,499 against Rs. 97,018 in 1892) and the decrease in the expenditure from public funds (Rs. 1,58,800 against Rs. 1,63,085) are very satisfactory features.

13. The accounts given by the Circle Inspectors of the increasing popularity of games and athletic exercises are encouraging (paragraph 101). The boarding-house accommodation in not a few schools still leaves much to be desired. It is satisfactory to learn that the punishment code is found to work well.

14. Section V of the report deals with vernacular schools for boys. These schools group themselves into Middle and Primary, according as they have or have not a section which prepares for the public examination termed the "Vernacular Middle." Of State vernacular schools classed as Middle there were 305 in 1893 with an enrolment of 29,507 boys. The corresponding figures for 1892 were 315 schools with an enrolment of 27,729. The decrease in the number of schools is due to the abolition of inefficient Middle classes tacked on to village schools, and without a proper teaching staff. The increase in the number of scholars on the rolls is satisfactory. Out of a total expenditure of Rs. 1,92,825 the fee receipts provided Rs. 42,790. These schools are paid for and administered by District Boards. The aided Middle schools number only 12 with an enrolment of 1,539 boys, and half of these are under missionary management. The number of candidates sent up to the Vernacular Middle examination held in December 1893 was 3,759 against 3,413 in 1892. Of these 2,393 belonged to State schools, 143 to aided schools, and 1,223 were private candidates. The fact that the Middle examination is the minimum educational qualification for admission to the lowest clerical grades of the public service induces many to attempt to pass it after they have left school. The attempt frequently ends in failure, as not one in four of the private candidates passed in 1893. Two in three of the candidates from State schools passed.

15. Paragraph 125 gives an unsatisfactory account of the boarding accommodation attached to Middle schools. It is generally insufficient and seldom suitable. You should bring the more pressing cases as they come before you to the notice of the District Boards. In the Gorakhpur District, where boarders are said to sleep in the school verandahs, a reference should at once be made to the District Board. The account given in paragraph 127 of the progress made in introducing physical training in these schools is satisfactory.

16. There was a small decrease in the number of State Vernacular Primary schools (3,862 against 3,878 in 1892), but a substantial improvement in the enrolment (148,629 boys against 140,395 in 1892). The results of the Circle examinations are also more favourable than in the previous year, though it is clear from paragraph 139 of the report that too much reliance cannot be put on this test. The remarks in paragraph 133, that these schools though in name village schools are attended not by the children of the actual tillers of the soil but by those of the trading, clerical and landowning classes, and that the agriculturist fears the effect of learning on his sons, no doubt represent the real facts, and go far to explain why the attendance at village schools is a mere fraction of the children of school going age. Whether the instruction which these schools afford best meets the restricted

literary wants and the special interests of the agricultural classes is a matter which the Department might do much good in investigating. The introduction into our village schools of prints illustrating the life history of insect pests which have been prepared under the instructions of the Government of India in the Revenue and Agricultural Department is an attempt in the right direction. Systematic teaching in agriculture is at present beyond the reach of possibility, but itinerant lecturers on agricultural subjects could probably be obtained through the Department of Land Records and Agriculture by the District Boards of Cawnpore and neighbouring districts. I am to ask you to consider the suggestion in communication with the Director.

17. The aided Primary schools in the Province are few in number and the enrolment small (paragraph 144). As to the unaided indigenous schools in the Province the returns for 1893 give 1,657 "advanced" schools with 18,180 scholars against 1,458 schools with 15,844 scholars in 1892; and 3,138 "elementary" schools with 35,895 scholars against 3,318 schools with 40,080 scholars in 1892. The returns however are imperfect, and even now probably understate the number of indigenous schools and their scholars.

18. Section VI deals with the education of native girls. There were 124 Primary girls' schools maintained by Government or municipal funds with an attendance roll of 2,854 pupils, of whom only 180 were in the Upper Primary section. Of aided Primary girls' schools there were 118 with 4,220 scholars, all of which are under missionary management. The figures show no improvement on those of previous years, nor are the reports of the Assistant Inspectors encouraging. The lack of competent teachers, the difficulties of the *pardah* and early marriage systems, and the apathy of the people are, as in the past, complained of. The situation of schools in out-of-the-way unimportant places where they are not easy of access and inspection, which one Assistant Inspector states to be the case in his (the Agra) Division, is capable of being remedied by the removal of such schools, if maintained by public funds, to more convenient and populous localities. The comparative success of the municipal girls' schools in Lucknow indicates that concentration of resources and efficient inspection are essential.

19. Secondary schools for native girls in which instruction is given in English and Vernacular are entirely the outcome of missionary effort, though receiving grants in aid from public funds. They number 16 with 1,183 pupils, only 137 of whom are in the secondary stage. It is to these schools that local Dufferin Fund Committees have to look for candidates with a sufficient general education to follow the medical course at Agra, and their improvement is of much importance in reference to this movement. The appointment of an Inspectress for these schools and the institution of a special secondary examination for girls, during the year under report, are hoped to conduce to this improvement.

20. Under Section VII—Special Education—the three provincial Normal schools for the training of vernacular teachers, and the recently founded Industrial School at Lucknow are noticed. In the Normal schools the number of pupils was 297 against 322 in 1892, and the cost to the State per pupil was Rs. 161 against Rs. 146 in 1892. During the year the curriculum was revised, with the result that lower grade teachers can pass out in one year instead of two. This, with a fuller utilisation of the ample accommodation at the Normal School in Lucknow, should enable the three existing schools to supply the requirements of the Meerut and Rohilkhand Divisions for certificated teachers, and should make the proposed re-establishment of a fourth school at Bareilly unnecessary. Sir Charles Crosthwaite recently visited the school at Lucknow and was well pleased with the regulations for the instruction and housing of the students, and with the bearing of the students themselves. This Province as compared with others in India is deficient in its provisions for training teachers, as no central training college for English schools exists, nor are practising classes attached to the vernacular Normal schools. The question of remedying these deficiencies has lately been referred to you for report.

21. The account of the progress of the Industrial School established two years ago in the Wingfield Munzil, Lucknow, is encouraging. The orders of Government restricting the time given to English to three hours a week, with a view to increase the time spent on manual training and to prevent the school from lapsing into a cheap literary seminary, have not permanently reduced the attendance. The pupils (135) on the rolls on the 31st March 1894 were more numerous than on the same date in the preceding year, and the accommodation is fully taken up. The question of appointing a second instructor in smith's work should be examined and reported on. It should also be considered whether the number of free students might not be reduced and the fee income improved. Judging from the large number of boys who left the school during the year, it would seem that many stay too short a time to profit much from the instruction. Something might be done to check this tendency, especially in the case of boys to whom the privilege of free admission is granted. The Managing Committee should be requested to consider this matter. The Department of Public Works will be asked if it can purchase the bolts and other iron work which the school turns out. I am to request that you will convey the thanks of the Government to the Superintendent of the Locomotive Workshops of the Oudh and Rohilkhand Railway for his services on the Committee of Management. The provision of a more suitable building than the Wingfield Munzil for the school will probably have to stand over for some time.

22. The last section of the report deals with the education of special classes of the community under the three sub-heads of (1) schools under the European Code: (2) the education of Muhammadans: and (3) the Colvin Talukdár School, Lucknow. The number of schools aided under the Code of Regulations for European Schools rose during

the year from 30 to 42, and the class attendance from 2,148 to 2,657. This does not however denote an actual increase in the number of boys and girls under instruction in the Provinces, but merely the admission to the grant-in-aid rules of certain schools which for various reasons had before been refused admission. The total State expenditure on this class of schools rose from Rs. 90,346 in 1892 to Rs. 1,10,522 in 1893, and averaged Rs. 40 for each boy and Rs. 43 for each girl in average attendance. The increasing charges for the payment of school and boarding fees for indigent children have been the subject of correspondence between the Director and the Government, as there is reason to think that the present rules are occasionally worked with some laxity. The prescription of Urdu and Hindi as a "class" subject in the curriculum, and the revision of the list of optional subjects of the Final Standard examination are sufficiently explained in the report. It is satisfactory to find that class instruction in one or other of the two Indian vernaculars has been provided in the schools with only four exceptions. Sir Charles Crosthwaite entirely agrees with the opinion expressed in paragraph 186 of the report that destitute orphans are unlikely to derive any benefit from the study of French or Latin as special subjects. You are requested to report how this practice can best be checked in the few aided schools in which it prevails. The report is silent as to the progress made in introducing manual instruction in the Colvin Free School, Allahabad, regarding which a Committee reported in 1893.

23. As regards the results of the three public examnations held under the Code of Regulations for European Schools, the Primary Standard examination is evidently an easy test, as 118 candidates passed out of 157. In the Middle Standard examination 100 candidates appeared and 44 passed. In the Final Standard examination 107 appeared and only 32 passed. The success of the La Martinière College and La Martinière Girls' School in these three examinations is noticeable. Should you approve your predecessor's suggestion (paragraph 188) that schools under the Code might be allowed grants for scholars passing the School Final examination prescribed for ordinary native schools instead of the Final Standard examination of the Code you should separately refer it for orders.

24. In the sub-section dealing with the special schools attended solely or chiefly by Muhammadans the noticeable point is the progress made by the Aligarh Anglo-Oriental College. In the College Department there were 152 students against 121 in 1892, and in the School Department 297 against 238. His Honor the Lieutenant-Governor has lately visited Aligarh, and was glad to express his admiration of the really great institution which has grown up there under the enlightened guidance of Sir Saiyid Ahmad Khan and his beneficent associates in this enterprise.

25. The report on the Talukdárs' School, Lucknow, is satisfactory, and the Principal, Mr. Siddons, is entitled to the greatest credit for the success with which he has combated the special

difficulties of such a school. Considering the staff and the general scale on which the College has been planned, the number of boys attending the school—29 in all—seems disproportionally small, and continuous efforts will need to be made by the Committee of Management to induce the native gentlemen for whose special requirements the school has been founded to send their sons and relatives to it. The question of adding to the boarding-houses is understood to be engaging the attention of the Committee.

26. Generally speaking the report shows a satisfactory progress in all branches of education, with the possible exception of female education. The more important measures of the year are succinctly summarised in the opening page of the report. The greater place given to science and drawing in the curriculum of the schools has already been noticed. The year also saw the affiliation of the Thomason Engineering College at Roorkee to the Allahabad University and its further connection with the Educational Department. The establishment of a Provincial Text Book Committee is generally recognised as a much needed reform. The important work of compiling an Educational Code made good progress under the late Director, and it is hoped that you will be able to complete it at an early date.

The thanks of the Government are due to Mr. Nesfield for the full and excellent report which he has submitted before vacating the office of Director. It bears testimony to his intimate acquaintance with every branch of education in the Province, to his industry and mastery of detail, and to his knowledge of the people and their educational requirements.

I have the honor to be,

SIR,

Your most obedient servant,

T. W. HOLDERNESS,

Secy. to Govt., N.-W. P. and Oudh.